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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by a selected individual community colleges in response to specific questions raised by the Board. This report contains the results of individual qualitative evaluations of 48 programs throughout the state and results of a statewide evaluation of criminal justice/law enforcement programs. First, the statewide evaluation of criminal justice/law enforcement programs is presented and includes a description of the programs in the state, student trends and characteristics, an evaluation of program performance, and discussion and recommendations. Next, the qualitative evaluations of 48 programs at 17 of the state's community colleges are presented. These reports specify the college, program title, and level of award to students completing the program, followed by responses to questions related to problems such as the inadequacy of follow-up surveys for drawing conclusions about job placement; high or increasing program costs; low or declining student enrollments; low satisfaction with employee preparation; and low student transfer rates. In the evaluations, the colleges identify factors accounting for the problem, submit additional information, and indicate plans for addressing the issue. (HB)

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Maryland State Board for Community Colleges

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Maryland Community Colleges 1983 Program Evaluations

Issued April 1984

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Annapolis, Maryland
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MARYLAND COMMUNITY COLLEGES

1983 PROGRAM EVALUATIONS

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Director of Instructional Programs

Maryland State Board for Community Colleges
The Jeffrey Building
Annapolis, Maryland 21401

April 1984

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality, and that the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first six complete cycles of the evaluation system, 278 programs were evaluated. Many programs were improved, 57 were discontinued, and 19 were made inactive.

In July 1983, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of forty-eight programs throughout the community college system. Also included are the results of a statewide evaluation of criminal justice/law enforcement programs. In most cases the colleges' efforts went beyond the questions raised by the Board. Full credit should go to Maryland's community colleges for their efforts. The Community College Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1984.

James D. Tschechtelin
Executive Director

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Maryland State Board for Community Colleges

STATEWIDE EVALUATION OF CRIMINAL JUSTICE/LAW ENFORCEMENT PROGRAMS

Abstract

Twelve Criminal Justice/Law Enforcement programs were designated for evaluation on a statewide basis. These programs prepare students for a wide variety of positions in the fields of law enforcement, corrections, and retail and industrial security.

FTE enrollment in Criminal Justice/Law Enforcement programs has decreased 15 percent in the past three years, the drop in enrollment being exclusively in part-time students. The number of degrees awarded has decreased 45 percent over the same period of time. Compared to other community college programs, Criminal Justice/Law Enforcement programs enroll more men, more black students, more full-time students, and younger students.

Criminal Justice/Law Enforcement programs serve three instructional purposes at the colleges. First, they continue to provide in-service training to police officers even though the loss of federal Law Enforcement Education Program (LEEP) dollars has dealt a serious blow to this aspect of the programs. Second, many students use the program as preparation for transfer to such four-year programs as criminology, urban studies, and sociology. Thirty-five percent of the Criminal Justice/Law Enforcement graduates go on to do transfer work. Third, the program provides training for entry-level employment in criminal justice agencies. The job placement record of the Criminal Justice/Law Enforcement program, however, is below the State average. The program does not provide police training.

The State Board for Community Colleges recommends that:

(1) Colleges use short-term certificate options to respond to changing in-service needs of law enforcement personnel.

(2) Colleges develop articulation agreements with criminal justice and related social science programs at four-year institutions.

(3) Colleges design the pre-service occupational component of their programs as a broad-based criminal justice curriculum, not police training.

(4) Colleges make efforts to reduce duplication of effort by developing cooperative agreements with the police academies wherever possible.

(5) Colleges clearly state in their catalogs that completion of the Criminal Justice/Law Enforcement program is not a prerequisite for entry into the police academy, nor does it provide entry-level training for work as a county or state police officer.

STATEWIDE EVALUATION
OF CRIMINAL JUSTICE/LAW ENFORCEMENT PROGRAMS

The Program Evaluation system of the State Board for Community Colleges is in its sixth complete cycle. The system is essentially a two step process each year. First, all programs undergo a computer-based quantitative review based on data collected throughout the year. Programs are "flagged" for low enrollment, high cost, and the like. Second, a smaller number of programs (usually about 50) are identified for a more comprehensive qualitative evaluation by college staff. As part of this qualitative evaluation, one program is singled out for a statewide evaluation.

For the 1983 program evaluation cycle, each college having a Criminal Justice/Law Enforcement program (HEGIS 5505-01) was asked to include the program in its qualitative evaluations. The resulting evaluations are included in the respective college sections of this publication; the evaluation of the Cecil program was published in 1982. This article summarizes statewide data about the programs.

Program Descriptions

Criminal Justice/Law Enforcement programs are offered at twelve community colleges in Maryland. Eight of the colleges offer one curriculum for this program. Four offer three options: Law Enforcement, Corrections, and Security. The specific titles of the programs and options are as follows:

Allegany, Criminal Justice
Anne Arundel, Law Enforcement and Criminal Justice
- Police Administration
- Corrections
- Security Administration

Baltimore, Public Safety
Catonsville, Criminal Justice
- Law Enforcement
- Correctional Services
- Industrial and Retail Security

Cecil, Law Enforcement and Corrections Technology
Chesapeake, Law Enforcement
Essex, Criminal Justice
Hagerstown, Police Services
Harford, Criminal Justice
Montgomery, Criminal Justice
- Law Enforcement
- Corrections
- Retail/Industrial Security

Prince George's
- Law Enforcement
- Correctional Services
- Security Management

Wor-Wic Tech, Law Enforcement

Criminal Justice/Law Enforcement programs are designed to prepare students for a wide variety of positions in the fields of law enforcement, corrections, and retail and industrial security. Examples of typical positions filled by graduates include police officer, private investigator, correctional officer, federal investigative officer, and security officer. All of the colleges grant an associate in arts degree after 60 hours of instruction; all but Montgomery and Wor-Wic offer a certificate with requirements ranging anywhere from 15 to 29 credits.

Tables 1 through 4 show the distribution of technical subjects required for the Criminal Justice/Law Enforcement programs and options at the various colleges. The majority of colleges offer just one curriculum for this program. For these colleges, the course requirements for the AA are essentially the same (see Table 1). They include a core of criminal justice courses (investigation, evidence/procedures, law, and police administration plus a general education component consisting primarily of related sociology and political science courses. For the certificate, some colleges simply delete the general education requirements. Others use the certificate to package a smaller number of courses in response to short-range career goals.

For colleges that offer different options to the Criminal Justice/Law Enforcement program, Tables 2 through 4 show that the course requirements for the options differ considerably from one college to the next.

Student Trends and Characteristics

As shown in Table 5, statewide enrollment in Criminal Justice/Law Enforcement programs has decreased substantially since 1979, while discipline costs have increased at a rate faster than that for occupational programs generally. The drop in enrollment has been exclusively in part-time students, which no doubt can largely be attributed to the loss of federal grant support for the in-service training of law enforcement officers. While full-time enrollment has remained stable, the drop in part-time enrollment has resulted in an overall drop of 15 percent in FTEs over the four year period. The rise in unit discipline costs (20 percent) could be due to this decrease in FTE enrollment. The number of associate degrees conferred has dropped dramatically from a high of 431 in 1979 to 214 in 1982.

What types of students enroll in the Criminal Justice/Law Enforcement program? The SBCC Enrollment Information System provides very specific answers to this question (see Table 6). About 70 percent of the students are men; in other programs, 60 percent of the students are women. Black students account for about one-fourth of the enrollment in Criminal Justice/Law Enforcement program, a higher proportion than in all community college programs. A much higher percentage of students are enrolled full-time, 42 percent versus 30 percent for all programs. As a result, Criminal Justice/Law Enforcement students have a relatively high average credit load. Criminal Justice/Law Enforcement students are also considerably younger, on the average, than the typical community college student.

Why do students enroll in this program? The 1978 SBCC Entrant Follow-up provides data on students' primary reason for attending Criminal Justice/Law Enforcement programs (see Table 7). With one exception, the reasons are identical to those given by community college students in all programs. Although Criminal Justice/Law Enforcement is an occupational program, about 30 percent of the students who enter the program plan to transfer to a four-year college. About 20 percent want to prepare for entry into a new career. The exception is that Criminal Justice/Law Enforcement students are more likely looking to update skills for a current job than the typical community college student (20 percent to 12 percent). This reflects the heavy in-service emphasis of the Criminal Justice/Law Enforcement program.

Program Performance

What success do graduates have in achieving the goals they had set for themselves when entering the community college? Data from the SBCC Graduate Follow-Up Studies provide some useful indicators (see Table 8).

About 80 percent of the Criminal Justice/Law Enforcement graduates said they had achieved their goal; the comparable figure for all programs is 83% percent. Ninety-eight percent of the Criminal Justice/Law Enforcement graduates reported they were satisfied with the quality of instruction in their program.

Perhaps the most important consideration in assessing program performance is the extent to which graduates find jobs. Forty-eight percent of the 1982 Criminal Justice/Law Enforcement graduates were employed full-time in a job related to their training. Of those employed full-time, 33 percent began their present job after leaving the community college. Table 9 shows how these results compare with other occupational programs. The job placement record of the Criminal Justice/Law Enforcement program is below average; the percentage of students successfully using the program to train for a new full-time job after college is considerably below the average (33 percent to 54 percent). Those who do find jobs, however, earn a relatively high $16,000 median salary.

Many Criminal Justice/Law Enforcement graduates (35 percent) go on to do transfer work at a four-year college. This compares to 28 percent for graduates of all occupational programs.

Discussion and Recommendations

Several important trends emerged in the qualitative evaluations conducted by the colleges. They were not reported in each and every case by all of the colleges, but they do represent clear trends for the State as a whole.

First, the loss of federal Law Enforcement Education Program (LEEP) dollars has dealt a severe blow to the in-service aspect of the Criminal Justice/Law Enforcement programs. Almost all of the colleges report a drop in part-time in-service enrollments, and most expect that trend to continue. At the same time, several colleges report modest gains in pre-service enrollments, although that still is the smaller portion of the Criminal Justice/Law Enforcement program statewide. For the most part, these two distinct populations enroll in distinct class sections (in-service students in the evening, pre-service in the day) thereby allowing for tailored courses to meet specific student needs.

Second, an increasing number of criminal justice agencies are requiring upper level college work for job advancement. Community college Criminal Justice programs, therefore, must be responsive to the possible transfer needs of students even though they are primarily occupational by design.

Third, many criminal justice agencies still do not require a four-year degree for initial employment. To satisfy this occupational objective, the Criminal Justice/Law Enforcement program must rely on a broad curriculum designed to develop basic theoretical and technical skills required in a wide variety of criminal justice agencies. It cannot have a police training emphasis.

Fourth and perhaps most important, the relationship of the Criminal Justice/Law Enforcement programs to Police Academy training is a key issue and concern to all of the colleges. All of the colleges contrast the broader collegiate education available in their programs with the "how to," "nuts and bolts" training offered in the academies. The relationship between college and academy programs varies widely from county to county -- from no articulation at all in some counties, to a mutual recognition of selected courses and a sharing of faculty and courses in several schools, to a situation where one community college operates both the credit and police academy programs. One thing is clear. Completion of an AA or certificate program at a community college has little or no bearing on entry into an academy.

Fifth, several colleges have recently added a required computer science course to the Criminal Justice/Law Enforcement curriculum.

Given these trends, it is recommended that:

(1) Colleges use short-term certificate options to respond to changing in-service needs of law enforcement personnel.

(2) Colleges develop articulation agreements with criminal justice and related social science programs at other four-year institutions.

(3) Colleges design the pre-service occupational component of their programs as a broad-based criminal justice curriculum, not police training.

(4) Colleges make efforts to reduce duplication of effort by developing cooperative agreements with the police academies wherever possible.

(5) Colleges clearly state in their catalogs that completion of the Criminal Justice/Law Enforcement program is not a prerequisite for entry into the police academy, nor does it provide entry-level training for work as a county or state police officer.

Table 1
TECHNICAL SUBJECTS IN CRIMINAL JUSTICE/LAW ENFORCEMENT PROGRAMS
WITH ONE CURRICULUM
(By Credit Hours)

	Allegany		Anne Arundel	Cecil		Chesapeake		Essex		Hagerstown		Harford		Wor-Wic
	AA	Cert	AA	AA	Cert	AA	Cert	AA	Cert	AA	Cert	AA	Cert	AA
Introduction Courses	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Criminal Investigation	3	3	4	3	3			3	3	3	3		3	6
Criminal Evidence/Procedures	6	3	3	6	3							6	3	3
Criminal Law	6	3	3	3	3			3	3			3	3	3
Police Administration/ Operations	3	3	6	6	6					6	3	3	3	6
Commnunity Relations										3	3	3		3
Criminology			3	3	3					3		3	3	3
Vehicle Laws				3	3									6
Corrections	3													
Field Work/Coop Education	3					3	3			3		3		3
Criminal Justice Electives	—	—	6	—	—	—	15	6	12	12	12	3	6	3	—
	27	15	28	27	24	21	12	21	21	33	15	30	21	36

Table 2
TECHNICAL SUBJECTS IN LAW ENFORCEMENT OPTIONS
(By Credit Hours)

	Anne Arundel	Catonsville		Montgomery	Prince George's
	Cert	Cert	AA	Cert	Cert
Introductory Courses	3	6	6	6	3
Criminal Investigation	4			3	3
Criminal Evidence/Procedures	3				6
Criminal Law	3	3	3		3
Police Administration/ Operations	6				3
Community Relations	3	3	3	3	3
Criminology		3	3		3
Vehicle Laws	3				
Civil Rights		3			
Juvenile Justice		3	3		
Field Work/Coop Education		4	2		
Criminal Justice Electives		9	9	9	
Total	25	34	29	21	24

Table 3
TECHNICAL SUBJECTS IN CORRECTIONS OPTIONS
(By Credit Hours)

	Anne Arundel	Catonsville		Montgomery	Prince George's
	Cert	Cert	AA	AA	AA
Introductory Courses	3	3	3		3
Practice in Corrections	3			6	9
Probation and Parole	3	3			3
Criminal Evidence	3				
Criminal Law	3	3	3		3
Community Relations		3	3		3
Criminology	3	3	3		3
Civil Rights		3	3		
Juvenile Justice		3	3		
Rehabilitation		3	3	4	
Interviewing Techniques		3	3		
Field Work/ Coop Education		4	2		
Criminal Justice Electives		3	3	9	
	15	34	29	22	24

Table 4
TECHNICAL SUBJECTS IN SECURITY OPTIONS
(By Credit Hours)

	Anne Arundel	Catonsville		Montgomery	Prince George's	
	Cert	Cert	AA	AA	AA	Cert
Introductory Courses	3	6	3	3	3	3
Retail/Industrial Security	6	3	3	9	9	9
Private Investigation	3	3	3	3	3	3
Legal Aspects of Private Security	3	3	3			
Criminal Investigation	4			3		
Criminal Law	3	3	3	3	3	3
Community Relations	3					
Criminology		3	3		3	
Civil Rights		3				
Juvenile Justice			3			
Field Work/Coop Education		4	2			
Criminal Justice Electives		6	6			
	25	34	29	21	21	18

Table 5
ENROLLMENT, DISCIPLINE COSTS AND AWARDS
IN CRIMINAL JUSTICE/LAW ENFORCEMENT PROGRAMS

	1979	1980	1981	1982	1983	Percent Change 1979-83*
Headcount Enrollment in Program (Fall)						
Full-time	783	879	871	803	821	5%
Part-time	1,388	1,225	1,096	1,343	1,154	-17
Total	2,171	2,104	1,967	2,146	1,975	-9
Course Enrollment and Costs (Fiscal Year)						
FTE Students, Criminal Justice/ Law Enforcement	992	890	828	842	NA	-15
Cost/FTE, Criminal Justice/ Law Enforcement	$1,903	$2,188	$2,202	$2,279	NA	20
Cost/FTE, All Occupations	$2,342	$2,395	$2,428	$2,612	NA	12
Awards (Fiscal Year)						
Certificates	59	67	62	47	57	-
Associate degrees	431	383	305	279	214	-50
Total	490	450	367	326	271	-45%

NOTES:

* Interval is 1979-82 for FTE and cost/FTE data.
FTE = Full-time equivalent
NA = Data not available

Table 6
CHARACTERISTICS OF ENROLLED STUDENTS
Fall 1983

	Criminal Justice/ Law Enforcement		All Programs	
	Number	Percent	Number	Percent
Allegany	53	3%		
Anne Arundel	177	9		
Baltimore	293	15		
Catonsville	263	13		
Cecil	17	1		
Chesapeake	30	2		
Essex	205	10		
Hagerstown	66	3		
Harford	101	5		
Montgomery	369	19		
Prince George's	327	17		
Wor-Wic Tech	74	4		
Total	1,975	100%		
Sex				
Male	1,345	68	42,316	40%
Female	630	32	62,245	60
Race				
Black	501	25	19,403	19
White	1,349	68	75,023	72
Other/Unknown	125	7	10,135	9
First-time Status				
New to college	580	29	28,420	27
Returning to College	1,395	71	76,141	73
Attendance Status				
Full-time	821	42	29,953	29
Part-time	1,154	58	74,608	71
Number of Credits				
Mean	9.2 credits		7.5 credits	
Median	9.1 credits		6.2 credits	
Age in 1983				
Mean	24 years		28 years	
Median	21 years		25 years	

Table 7
PRIMARY REASON FOR ATTENDING COMMUNITY COLLEGE

	Criminal Justice/ Law Enforcement		All Programs	
	Number	Percent	Number	Percent
Explore new career/ academic areas	13	14	1,154	16
Prepare for immediate career entry	21	22	1,451	20
Prepare for transfer to four-year college	31	32	2,329	31
Update skills for a job currently held	19	20	903	12
Interest and self-enrichment	20	10	1,398	19
Other reason	2	2	188	2
Total	96	100%	7,423	100%

Source: Follow-up Survey of 1978 Entrants

Table 8
FOLLOW-UP OF CRIMINAL JUSTICE/LAW ENFORCEMENT GRADUATES

	1980 Graduates (N=195) Percent	1982 Graduates (N=143) Percent
Employed Part-time	19	15
Employed Full-time in		
Directly related job	44	39
Somewhat related job	15	9
Unrelated job	7	17
Transferred	48	35
Achieved Goal	82	78
Satisfied with Instruction in Program	98	98
Among Full-time Employees		
Median Salary	$14,976 (N=103)	$16,000 (N=79)
Began New Job after College	1	33

NOTES:

(1) Graduates are surveyed about nine months after graduation.
(2) Transferred refers to any amount of transfer work done. A graduate can report simultaneous status as employed and transferred.

Table 9
EMPLOYMENT AND TRANSFER AMONG GRADUATES OF OCCUPATIONAL PROGRAMS
(LISTED IN ORDER OF HIGHEST PLACEMENT RATE)

Hegis Code	Program Title	Total Sample	Employed Full-time in Field of Training	Began New Full-time Job After College	Transferred
5208-01	Nursing	415	73%	85%	10%
5310-01	Electronics	95	69	45	37
5207-01	Radiology	31	68	95	16
5507-01	Fire Science	35	66	22	31
5202-01	Dental Assisting	39	59	71	21
5001-01	Business	173	57	26	33
5005-01	Secretarial Science	215	57	74	13
5205-01	Med Lab Technology	34	56	63	21
All Occupational Programs		2,705	53	54	28
5101-01	Data Processing	209	52	40	31
5004-01	Management	75	51	22	41
5002-01	Accounting	173	48	38	42
5505-01	Law Enforcement	143	48	33	35
5103-01	Computer Programmers	135	48	41	42
5104-01	Computer Operators	55	45	37	24
5209-01	Practical Nursing	37	41	100	22
5004-08	Retailing	30	33	35	33
5008-01	Communications	59	27	76	46
5216-01	Mental Health	64	25	71	41

NOTES:
(1) FY 82 graduates were surveyed in 1983
(2) Part-time employment is not shown.
(3) Programs with fewer than 30 respondents are not shown
(4) Transferred refers to any amount of transfer work done. A graduate can report simultaneous status as employ and transferred.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Allegany Community College

PROGRAM TITLE: Practical Nursing

PROGRAM HEGIS NUMBER: 5209-01 LEVEL OF AWARD: Certificate

1. What factors account for the low placement of students in full-time jobs related to their field of training?

There were 22 students who graduated with certificate awards from the Practical Nursing Program in fiscal year 1980. The ACC Program Director of the LPN program tracks graduates of the program on an on-going basis. Four of these students, upon graduation from the LPN program, transferred into ACC's associate degree nursing program and, therefore, did not seek employment. They have since graduated with associate degrees.

Of the remaining 18 LPN graduates, ten are currently working in fields directly related to their LPN training (although some of these graduates are employed outside the State of Maryland), and three students are currently in school; two students have since married and are not seeking work. One student is now in the Armed Services of the United States. The College does not have current information on the remaining two 1980 LPN graduates.

(Note that information listed on the SBCC PDM display is incorrect as it pertains to certificate awards for LPN graduates of 1982. Only five graduates are listed on the display, whereas in actuality, there were 14 LPN graduates in 1982).

In looking at employment placement rates for our more recent 1982 graduates, we reflect similar findings:

Of the 14 1982 LPN graduates, nine are currently employed in hospitals or nursing homes in jobs directly related to their ACC training. Two of these 14 graduates are currently in school. Another two graduates have since married and are not seeking employment. The College does not have current information on the one remaining 1982 LPN graduate.

As can be seen by the above information, the graduate follow-up data shown in the PDM display is misleading due to the low percentage of graduates who responded. The information is not representative of employment success rates of ACC LPN graduates in fields related to their training.

Also, ACC's catalog states that "graduates of the practical nursing program may transfer to or complete the associate degree nursing program if they meet the departmental requirements." Many previous LPN graduates have, upon completion of the LPN certificate program, transferred into our associate degree nursing program and were, therefore, not seeking employment upon LPN completion. Although our LPN program is not a true "ladder" program, it has served as a stepping stone into ACC's associate degree nursing program in recent years.

Another factor to be considered when looking at the question of low employment placement is the state of the economy. In Western Maryland particularly, unemployment levels are high--a high percentage of our workforce consists of furloughed, displaced workers. Because of this, many citizens, especially females, who have previously worked on a part-time basis to supplement their spouse's income, have now switched to working full-time. Also, experienced nurses in the community who have not worked at all for many years, have now returned to work, filling positions previously occupied by LPN personnel. One area hospital in particular has been making a move toward replacing vacant LPN positions with RN personnel. Although these factors have had a limited effect on ACC LPN graduates in past years, we do expect them to have significant impact on current and future LPN students who seek local employment.

2. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

Only five of the 14 1982 LPN graduates responded to the 1982 Graduate Follow-up. Four of these five graduates were employed. These four former students listed their occupational titles as follows:

(1) Licensed Practical Nurse
(2) Licensed Practical Nurse
(3) Licensed Practical Nurse
(4) Staff Nurse

Although the above data is limited, the program director of the ACC LPN program indicates that all 1980 and 1982 LPN graduates who are employed hold similar titles of "Staff Nurse," "Licensed Practical Nurse," or "Office Nurse." Also, all LPN graduates of these two years who are currently employed are working in jobs directly related to their ACC training.

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

Educational Goals	Number	Percent
Courses only	--	--
Certificate	15	88
Degree	1	6
Unknown/Blank	1	6
Total	17	100

Personal Goals	Number	Percent
Exploration of new career field	--	--
Immediate job entry	10	59
Transfer	--	--
Update skills for current job	1	6
Personal interest	--	--
Plan to graduate	6	35
Other/Unknown/Blank	--	--
Total	17	100

Source: Application for Admissions Form
Allegany Community College

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The quality of our LPN program is evaluated on an on-going basis. Reports from employers indicate that graduates perform at satisfactory levels. Another measure of quality is indicated by graduate success on the NCLEX -- 100 percent of the graduates have passed the licensure exam on an annual basis. The success of the program is directly related to our qualified instructors, adequate campus laboratory equipment, and positive clinical laboratory experience.

As part of the evaluation process, the College recognizes the limited employment opportunity that currently exists in the area. Nursing faculty are analyzing the future trends of the LPN program to determine need for modification. Enrollment is analyzed on a yearly basis.

5. What action(s) does the college plan to take to address the above issues?

Based on State and national trends, it appears the career role of the licensed practical nurse may be in a state of transition. Through cooperative efforts with State officials and continued monitoring of the "state of the art," ACC's LPN program will be reviewed and altered as appropriate.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The number of 1982 LPN graduates shown on the PDM display is what the College reported to SBCC on its Degree Information Tape. If the data are incorrect (see question #1 above), revised figures should be submitted.

(2) The nursing profession is indeed in a state of transition. These trends, coupled with the high cost of the Allegany program and the limited employment opportunities for the graduates, suggest that the College should review the LPN program annually.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Allegany Community College

PROGRAM TITLE: Automotive Technology

PROGRAM HEGIS NUMBER: 5306-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

There were seven (7) graduates of the ACC Automotive Technology Program in fiscal year 1982. Five of these graduates returned completed questionnaires to the 1982 Maryland Public Community College Graduate Follow-Up. Results from these five students are included in the table below.

ACC graduated seven (7) students from its automotive technology programs in fiscal year 1983. The ACC Institutional Research Officer attempted to contact these most recent graduates via the telephone in October 1983. All seven graduates (100 percent) were successfully contacted. Using questions from the Graduate Follow-Up Questionnaire mentioned above as a guide, the IR Officer interviewed these seven graduates on all items listed in the PDM follow-up display.

Combined results for the five 1982 graduate respondents and the seven 1983 graduate respondents are given in the table below:

	Number	Percent
Full-time Job		
Directly Related	3	25%
Somewhat Related	2	17%
Not Related	0	-
Part-time Job	3	25%
Transferred, Not Employed	3	25%
Seeking Work, Not Employed	1	8%
Military,home responsibility,other	0	-
Total	12	100%
Transferred, Regardless of Employment	3	25%
Achieved Personal Goal	11	92%
Satisfied With Instruction In Program	12	100%
Among Full-time Employees		
Began New Job After College	3	25%
Satisified with Employment Preparation	5	42%

Five of the 12 Auto Tech graduates are employed in full-time positions either somewhat or directly related to their ACC training. Three of these 12 graduates transferred to four-year institutions. Three graduates are working part-time, one in a job directly related to his Auto Tech training, one in a job somewhat related to his Auto Tech training, and one in a job not at all related to his Auto Tech training.

One graduate who is not employed indicates the reason for this is that he was unable to find a job in his field of preparation. He is currently seeking employment. He feels he needs more education to qualify for the job he wants and indicates that he has changed his career objective since graduating from ACC.

All 12 graduates surveyed indicated they were satisfied with the quality of classroom instruction in their ACC Auto Tech Program. All five of the graduates who are working full-time indicated they were satisfied with the employment preparation received at ACC.

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The following enrollment enrollment for the Automotive Technology Program (associate in arts degree) and the Automotive Technology Service Technician Training Program (certificate award) indicate that enrollment in these programs remains healthy.

(Figures include total enrollment for Auto tech associate degree and certificate programs).

Fall Semester	Number of Students Enrolled
1973	31
1974	27
1975	48
1976	40
1977	44
1978	38
1979	34
1980	42
1981	52
1982	48
1983	45

We feel program quality is excellent as evidenced in responses graduates have given to follow-up data presented in question (1) above. All 12 respondents (100%) indicate satisfaction with quality of classroom instruction (50%: "extremely satisfied," 50%: "satisfied"). Also, historical data for "satisfaction with instruction in program" is consistently high as indicated in data presented from the 1978 graduates (100% satisfaction) and 1980 graduates (100% satisfaction). Similar results are reflected in current and historical data regarding "satisfaction with employment preparation" among graduates employed full-time: 1978 graduates (100% satisfied); 1980 graduates: (100% satisfied); 1982/1983 graduates (100% satisfied).

Also, the fact that the College strives to administer an Automotive Technology Program which is strong in teaching and training of the "basics," while still striving to remain up-to-date with modern electrical training and equipment (such as the computerized, digital engine diagnostic oscilloscope purchased by the college in 1982) reflects the quality of our program.

3. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

The qualitative evaluation of ACC's Automotive Technology Program in 1980 was concerned mainly with low placement of students in full-time jobs in their field of training. The College indicated in that assessment reasons such as:

(1) lack of job opportunities in the geographical area;
(2) the fact that graduates sometimes transfer to four-year schools; and
(3) goals of students pertain to personal enrichment rather than full-time employment.

Each of these factors remain true today. Unemployment levels in Western Maryland are at an all-time high, affecting placement rates in most occupational programs especially when graduates wish to remain in this geographical location. Due to this realization of limited job opportunities and because some students later change their career plans, some Automotive Technology graduates decide to transfer to a four-year institution to further their education.

Perhaps the most significant reason for this apparent low placement of students in full-time jobs is that many students who enroll in Auto Tech programs do not have a goal of obtaining a certificate or associate degree upon entering the program. They are mainly interested in the training offered by a particular course or courses (e.g., automotive transmissions) and after achieving this goal, leave the program to obtain employment without completing graduation requirements. Because the data being used by the PDMS to signal a low placement rate is based solely on graduate data, we do not feel it is representative of employment placement among Automotive Technology students overall.

ACC has not made deliberate changes to its program or taken any actions based on the factors discussed above because of the limited amount of influence the College has on these economic conditions, students' interests, goals, etc. However, the College continually monitors its program graduates through follow-up studies and through recurring personal contact between graduates and the ACC Automotive Technology Program Director. We will continue these formal and informal evaluation channels and strive to provide and maintain a viable program which supports the needs of its students and the community it serves.

4. What action(s) does the college plan to take to address the above issues?

(See response to question (3) above).

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should consider offering certificate options (12 to 20 credits) that provide specific training for different job levels in the automotive technology career field. These options would provide a series of short-range career goals that could be accomplished in months, thereby encouraging students to organize their studies around desired levels of competence and enhancing the chances of successful completion of the program and eventual job placement.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Allegany Community College

PROGRAM TITLE: Law Enforcement

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The above requested information was obtained from the data received from the Maryland Public Community College 1982 Graduate Follow-up Questionnaire. There were 16 ACC Criminal Justice graduates in fiscal year 1982. Fourteen of the 16 graduates returned the completed questionnaire for a response rate of 88 percent. The table below presents the results of this follow-up of ACC Criminal Justice graduates in a table comparable to that shown in the PDM student follow-up display:

	Number	Percent
Employed Full-time		
Directly Related	8	58%
Somewhat Related	0	0%
Not Related	3	21%
Employed Part-time	2	14%
Transferred, not employed	0	0%
Seeking work, not employed	1	7%
Total	14	100%
Transferred, regardless of employment	2	14%
Achieved personal goal	10	71%
Satisfied with instruction in program	13	93%
Among full-time employees:		
Began new job after college	5	45%
Satisfied with employment preparation	10	91%

Ten of the 14 Criminal Justice respondents of 1982 indicated they were employed in positions somewhat or directly related to their ACC program of study. Eight of these ten students are employed full-time in positions directly related to their Criminal Justice training. The other two graduates are employed part-time; one in a field directly related to Criminal Justice, the other in a field somewhat related to Criminal Justice. Of the remaining four respondents, three are employed in fields not related to their field of study. Reasons these graduates gave for this unrelated employment were:

(1) Could not find a job in field of preparation;
(2) Did not want to work in field of preparation; and
(3) Decided to work in family-owned business.

The final respondent was not employed but was seeking employment. This graduate felt the reason he/she had been unable to secure employment was due to the lack of current openings in the field for which he/she was prepared.

As can be seen in the table, Criminal Justice graduates give the program high marks in the quality of instruction and employment preparation. Ninety-three percent of the responding 1982 graduates were satisfied with the quality of instruction in their Criminal Justice program, and ninety-one percent of these graduates indicated they were satisfied with the preparation for employment received in their program of study.

2. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, in-service versus pre-service training, and college versus police academy training.

We feel the role of the Criminal Justice program at ACC during the next five years should concentrate on providing the student with an education that is useful for many career-related fields. Approximately half of the pre-service criminal justice students do not find criminal justice employment. A broad-based program that is useful for many criminal justice fields will enable the student to be more flexible in preparation for those job opportunities which are available.

There will be a greater need for articulation of programs in criminal justice between the community college and the senior college as lack of job opportunities and an increasing emphasis by law enforcement/criminal justice agencies for four-year college graduates becomes a requirement. (For example, Tulsa, Oklahoma, began requiring a four-year degree for entering police officers beginning July 1982.)

Police officers and others in the criminal justice field will need more liberal arts courses in college.

Emphasis will remain on offering a transfer-oriented program although the College plans to continue the one-year certificate program also for those within the employment field who seek to update job skills and for those who desire preparation for employment upon completion of the certificate program.

Although program enrollment has been steadily increasing (see question four below), due to the elimination of the Law Enforcement Education Program (LEEP) by the federal government, ACC has experienced a drop in in-service training personnel. Increased enrollments are largely due to pre-service students and we expect this trend toward more pre-service and less in-service enrollment to continue.

There is a different emphasis placed on "criminal justice" training at Allegany Community College versus the "law enforcement" training received at the police academy. The academy trains individuals on what one may call the "nuts and bolts" of policing. Much instruction is directed towards procedures -- the "how" of policing. At the college-level, ACC see its mission as providing students with theory, organization and applications -- the "what and why" of policing. Additionally, our program presents a comprehensive introduction to the criminal justice process and the various criminal justice agencies. Because of these different focus points at the community college and the police academy, duplication of effort is avoided and the student is given a well rounded exposure to the criminal justice field.

The College will continually strive during upcoming years to evaluate, revise and adapt its Criminal Justice program to meet the changing needs of its students.

3. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The advisory committee met once in April of 1982 and once this past April of 1983. Some changes/suggestions by advisory committee members include the following:

(a) a course in English Constitutional History be added as a program offering;
(b) an effort be made by the College to place students in internships throughout the semester;
(c) a computer science course be adopted as a program requirement;
(d) the Criminal Justice and Procedures course be reduced from three to two semester hours of instruction;
(e) a crime prevention course be added to the program (credit or non-credit); and
(f) the possibility of offering a stress management course for Criminal Justice students (credit or non-credit) be considered.

The College is reviewing the viability of incorporating these suggestions into future course offerings and/or requirements.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment in the ACC Criminal Justice Program has shown a steady and continuous increase for the past ten years. From an enrollment of 16 students in 1974, the program has grown to reflect an enrollment of 54 students this current Fall semester of 1983.

Fall Semester	Students Enrolled
1983	54
1982	46
1981	46
1980	38
1979	44
1978	37
1977	37
1976	35
1975	21
1974	16

The quality of the program has also been consistently high and we believe, is always improving. The teaching faculty reflects many years of employment experience with various criminal justice agencies. (One part-time instructor has 40 years of experience in detective work.) An overwhelming majority of graduates (93% of 1982 graduates) give the program high ratings in quality of program instruction.

Students of our Criminal Justice Program are finding jobs and indicate high levels of satisfaction with preparation for employment received at ACC (91% of 1982 graduates).

Cumberland City recently hired three new City Police officers, each of whom has taken coursework in our ACC Criminal Justice Program. (Another of our recent students has obtained a position with the Drug Enforcement Administration.)

Although we currently have one full-time and three part-time instructors in our program, we plan to add a fourth part-time instructor this upcoming Spring semester. The addition of this instructor will give the College more flexibility in course offering times. What has traditionally been a program of evening classes will now be able to include daytime offerings.

The College also feels the quality of our program will be enhanced by having our Criminal Justice interns spend time with more than one criminal justice agency. Previously, this internship was devoted to only one law enforcement agency; the College now plans to divide this internship time among three to four agencies, giving the students more exposure in related field work.

5. What action(s) does the college plan to take to address the above issues?

The College feels the issues presented above reflect positively on the enrollment, quality, faculty, and student success rates in the Criminal Justice program. We will continue to review and monitor all aspects of our program including graduate feedback; advisory committee suggestions; and employment market demands.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Teacher Education Transfer

PROGRAM HEGIS NUMBER: 4960-01 LEVEL OF AWARD: AA

1. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

Many students enrolled in education courses are not degree seeking. These students represent two specific populations: Anne Arundel County public school teachers or public school instructional aides.

For the past three years, the College has offered credit sections for these county educators only. As an example, county teachers have enrolled in the College's three credit Introduction to Special Education course to meet State Board of Education requirements for certification renewal.

Similar credit offerings have been scheduled for county instructional aides. As presently designed, these students do not have a method to indicate that they are not degree seeking.

These offerings have been so well received by the county school officials, that they have continued to request the courses each semester. College personnel have spent significant amounts of time coordinating these offerings with county school officials. To date, this investment of time has offered a significant educational service to county educators.

2. What factors account for a loss of credits upon transfer that is above the State average?

Until 1979 the College's education curricula were not as well coordinated as they needed to be. Before that year, students could designate education as their curriculum area, but there was no specific program coordinator to advise them or to administer course articulation to other institutions.

Because of this difficulty, the College hired a faculty member to assume these responsibilities. Since that hiring, the curricula problems have been administered efficiently and for the educational benefit of students.

The data reported by SBCC reflects difficulty in transfer for 1980 graduates. These graduated were enrolled in the education curricula before many of the needed changes had been implemented, and/or these changes had a chance to affect the courses that a student takes during their matriculation.

The College believes that the credit loss problem has been resolved. This belief can only be validated when follow-up data is available from graduates of later years.

3. What factors account for grades at the transfer college that are below the State average?

As was noted in the response to question #2, the education curricula has been reviewed, revised, and has been efficiently coordinated for the last four years. The College believes that the issue being raised in this question has been resolved.

4. What factors account for a goal achievement rate that is below the State average?

Please note response to questions #2 and #3.

5. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

The College has carried out numerous actions in response to the May, 1981, Education Program Evaluation submitted to SBCC. Specifically, the involvement of various program development advisors has been implemented. This is most significantly indicated through coordination with the County Board of Education and its requests for courses targeted at teachers and instructional aides. In addition, the College is presently being advised on the desirability of expanding offerings in the early childhood education field.

The personnel who have assisted in program development have offered valued support, critiques, and information to the College's developing education program. The College is convinced that our students are better served because of this process.

6. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment continues to be satisfactory in the education curricula. In view of a very competitive job market for teachers, the present enrollment patterns are most acceptable.

The program is of excellent quality. Course instructors are well prepared -- both academically and with personal experience. A careful review of classroom evaluations over the last three years indicates that students are exceptionally pleased with the caliber of instruction which they are receiving.

7. What action(s) does the college plan to take to address the above issues?

Since significant education curricula, personnel and administrative changes have taken place during the last four years, the College believes that no direct action is needed at this time. In the future, a careful review of SBCC student follow-up studies will be undertaken. This review will hopefully validate the changes which have been completed in the education curricula.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The college should closely examine the results of future graduate follow-up studies to see if the changes to the Teacher Education program implemented in 1979 have had a positive impact on the conditions noted in questions 2 through 4 above.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Human Services

PROGRAM HEGIS NUMBER: 5216-01 LEVEL OF AWARD: AA/Certificate

1. What factors account for the low placement of students in full-time jobs related to their field of training?

According to the 1980 SBCC Graduate Follow-up Report as reported on the PDM, 18% of the 11 Human Services graduates responded that they were in a position directly related to the field. Another 18% were employed in a full-time position somewhat related to the field.

To follow up graduates locally, the Human Services Faculty attempted a similar survey of graduates for the last three academic years. This survey showed a slightly higher percentage of graduates employed; however, the results of the survey indicated that a number of graduates were continuing their education toward a B.S. degree in a field related to psychology or social services.

This survey also revealed that a number of human services graduates were working part-time and had no interest in pursuing full-time employment.

The diversity of positions held by graduates in addition to the number of students continuing their education raises important questions regarding the career emphasis currently contained in the present program. Questions relating to this concern are addressed in Question 6.

2. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

Those responding to the local survey who were employed in a human service position reported job titles as folows:

Substitute Aide & Teacher
Co-Director/Counselor
Counselor, Planned Parenthood
Tutor, Adm. Assistant
Human Services Specialist
Teacher's Aide
Assistant to Resident Director
Community Living Assistant
Shelter Coordinator
Associate Director, Omni House
Executive Director, Omni House
Personnel Assistant
Mental Health Associate I
Program Director, Omni House

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

The following table of those students currently enrolled in the Human Services Degree and Certificate program was prepared from college admissions data. This profile is compared against all careers students at Anne Arundel Community College.

	Human Services Program		All Career Program	
	Number	Percent	Number	Percent
Goal				
AA Degree	59	38%	1,763	38%
AA & Transfer	37	24	875	19
Certificate	21	14	820	18
Courses and Transfer	16	11	367	8
Courses only	19	12	726	16
Reason				
Explore Career/Academic Area	45	29%	1,189	26%
Career Preparation	36	24	1,227	27
Transfer	37	24	842	18
Update Skills	12	8	906	20
Interest	22	14	386	8

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

All of the strategies mentioned in the last evaluation were at least considered over the past few years. Some have been implemented, but most have been discarded because of various environmental problems.

Among those implemented were two changes in the curriculum. A series of courses called Special Topics in Human Services are being developed to fill special needs. For example, a course in drug and alcohol abuse is in preparation to fill the needs of the growing group of students seeking to enter this area. In addition, the curriculum has been changed to allow for a choice of either Personality and Adjustment or Developmental Psychology. The number of persons now being employed in alternative living units for the mentally retarded justifies this change.

In the private sector, three subfields were suggested: (1) personnel; (2) public relations; and (3) travel. In cooperation with the extension services director, the College developed a potential personnel certificate and offered the first course for personnel workers at the National Security Agency. Although this course was a success, the National Security Agency administration changed and the project was dropped. The fact that only two or three students in the past three years have expressed an interest in this area makes us reluctant to try to offer this as an option, despite the fact that one or two graduates appear to be working in the field. At the end of the 1979-80 school year the Human Services Department became part of the Division of Public Services Technologies. Another department had an option that included public relations, so plans for a public relations option within Human Services were also dropped. During the 1980-81 school year the Public Services Technologies Division became the administrator of the Continuing Education travel sequence. Very few students completed the whole sequence. In fact, some travel agencies require completion of only the first two courses. Pursuing this option thus seems counterproductive.

Through participation in a project in a local nursing home, several students became interested in working in this area and this interest and contact helped us open up field placements in sheltered housing for the elderly through the Department of Social Services. There appears to be some possibilities on which to build in this area. In fact, one graduate has already begun work with the Office on Aging.

In the traditional agencies, employment opportunities have slowed considerably due to the transfer, within the agencies, of employees whose positions have been cut. However, contract work is becoming available and this can lead to employment. The College relies on an active Advisory Board for direction in this area.

Over the past few years the Human Services Advisory Board has restructured itself and is in the process of working toward a job bank for students. Their evaluation of the program indicates we should continue supporting training for work in the alternative living units and, in addition, work toward stronger contacts with psychosocial and other non-profit agencies.

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

To assess program quality, the Human Services Advisory Committee participated in this program review. The Committee reported the following after a review of the curriculum, surveys of currently enrolled students and graduates, and previous program evaluations.

Current enrollment is relatively stable. Anne Arundel's Human Services program is the largest in the State and enrollment in FY 84 has shown a slight increase over the previous year. The College awarded the highest number of human services degrees statewide in 1982.

In the past, enrollment fluctuations have followed the fluctuations in the economy. In years of a poor economy, enrollments were low, but increased in the years when the economy was strong. With a continued strong economy the program has a potential for a slight increase. Part-time enrollments seem to be stronger than full-time enrollments.

In considering the quality of the program, the Advisory Committee cited strong community acceptance of the program as indicated by the large number of public and private agencies willing to accept students for field work and employment. This indicates that the quality of the program (and its students) is considered excellent by the community. Students frequently move directly into the workplace from their field placements. Employed graduates are moving up the various career ladders and are finding their way into administrative positions and other positions of responsibility. Several graduates have initiated new services to fill unmet community needs.

The Advisory Committee reports that the professional staff are highly qualified educationally, holding appropriate advanced degrees for this type of porgram. Graduates report great satisfaction with the quality of instruction and its assistance to them in their work and in transfer.

The quality of the students in the program is reflected, not only in the duties they are performing as graduates, but also in the willingness of employers to place them in positions of responsibility. Students appear to be highly motivated and willing to adjust to the variable scheduling sometimes required by employment. Employers report they compare favorably to students from other schools and have a sense of what the field is all about. In addition, the high transfer rate and the fact that most students report satisfaction with the transferability of the program seems to indicate a high quality program.

Finally, the Advisory Committee commented that future planning should take into account the shift in employment markets from State-sponsored agencies to private, non-private agencies. Specific areas in which recent graduates have found employment and should continue to be needed for the foreseeable future include the community residential areas of mental health and mental retardation, especially alternate living units; substance abuse, both residential and non-residential; and psychosocial services for psychiatric patients.

6. What action(s) does the college plan to take to address the above issues?

The original focus of the Human Services career program was to prepare students for employment as generalists in the field of human services. At the time of the implementation of the program, federal, State and local funding agencies supported agencies in the human and social service area which provided interest and employment opportunities for graduates. Recently, however, funding priorities have changed and it appears that there is a diminishing need for graduates in occupational fields once available to the human services graduate. These positions were primarily in the mental health field.

Within the past two years, social service agencies have contacted the college with needs beyond the focus of our present program. It appears that the program, to be viable, must be aligned to meet the present needs of social service agencies within the county; namely, education, child-care agencies, agencies for the disabled and handicapped, and a growing field of hospice care.

Based on this review, the college intends to continue admission of Human Services students through 1984-1985. Before January, 1985, the College intends to determine occupational needs in the county and, if needs are identified, revise the present program to meet these needs or discontinue the career program and focus on the preparation of students to transfer to obtain the four-year degree. Assessment surveys and manpower studies will be conducted by the College's Office of Institutional Research.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The goal data shown in question #3 do not match the categories used in SBCC follow-up studies (AA, Certificate, courses only). College forms should be revised so that they are consistent with statewide data collection efforts.

(2) Statewide this program ranks as one of the worst in terms of students finding full-time employment in their field of training -- 22 percent compared to about 60 percent for all occupational programs. On this indicator, the College's program performed even below the statewide average -- only 20 percent of the 1982 graduates found full-time jobs in their field of training. For this reason, SBCC supports the College's decision to conduct a comprehensive needs assessment and program review prior to January 1985.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Law Enforcement

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

1. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, inservice versus preservice training, and college versus police academy training.

The Law Enforcement program at Anne Arundel Community College was originally implemented to provide an in-service police population with the opportunity to obtain an associate in arts degree that would articulate with four-year college programs and that would enhance the likelihood of promotion to higher levels of supervision and responsibility. The educational efforts of the police officers at that time were supported heavily by funding for tuition from LEAA.

At present, the Law Enforcement program is serving a largely pre-service population that requires transfer programs and more broadly based occupational programs. These pre-service students need the opportunity to develop the basic theoretical and technical skills needed for entry level employment in various areas of criminal justice rather than solely a police emphasis. Evidence of the pre-service population is provided by the Law Enforcement Student Profile for Fall 1983. Of the 174 students in the law enforcement programs, 23% indicated career preparation and 39% indicated transfer as their reasons for attending. Only 20% stated that the reason for their attendance was to upgrade skills.

The profile indicates that "law enforcement students differ from the total careers population at Anne Arundel Community College in the following ways: they are largely male (75%), attend full-time in higher percentages (36%), have a slightly larger black population (13%), and have a median age of 21. This pattern (younger, full-time, primarily male students) is often associated with the traditional student who is attending college right after high school."

As an acknowledgement of the shift in emphasis from law enforcement to criminal justice, the program at Anne Arundel Community College should have a dual role during the next five years. First, the program should articulate with the baccalaureate degree requirements at four-year colleges and universities in the State of Maryland. An increasing number of criminal justice agencies, especially those of the federal government, require a four-year degree as an employment qualification.

The second role of the criminal justice program should be to prepare students for employment in those criminal justice agencies which do not require a four-year degree for initial employment (pre-service) or to upgrade the skills and promotion opportunities of those already employed (in-service).

The AA degree program in law enforcement is designed to satisfy both the transfer objective and the occupational objective. The second role is provided for with three certificate programs in the following specialized areas of criminal justice: police, corrections, and industrial/retail security.

Local criminal justice agencies are requiring very specialized in-service training which is provided through contracted services with educational institutions, consultants, or other criminal justice agencies. Our faculty can provide (and has provided) these agencies in-service training through continuing education. Employees are encouraged to enroll in credit courses, but the promotional and financial incentives do not seem to support these efforts. Also, students are enrolling in the College's business administration and management programs to prepare for promotion to supervisory positions.

2. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The Law Enforcement Advisory Committee did not meet formally during the past year. However, a number of meetings were held with individual committee members. As a result of these meetings, two non-credit programs were conducted. Also, extensive efforts were made with the County to coordinate their in-service training with law enforcement program information.

The status of several advisory committee members has changed and replacements have been requested from appropriate agencies within the County. A formal meeting is being planned during the Spring 1984 semester.

In the past, advisory committee members were selected from police agencies. The current committee members have been selected from other law enforcement agencies as well in order to refect the broader objectives and trend toward criminal justice.

3. What factors account for a discipline cost per credit hour that is rising much faster than the discipline cost per credit hour statewide?

A. The sharp decline in enrollments from 1979 to 1980 has not been recovered. The thrust of the program has shifted from the typical in-service police officer part-time student. Many in-service students have graduated and the withdrawal of federal LEEP funds have discouraged new in-service students.

At the same time, the career entry educational level of law enforcement has increased. The county police now require three years of college or work experience for initial employment and a recent inquiry disclosed that a substantial number of new police recruits already had an AA degree or higher. This phenomena has mostly affected the in-service evening student enrollment typically staffed by adjunct faculty.

B. The costs of full-time faculty hired during the period of high enrollments. Normal faculty loading would include 30% adjunct staffing to lower costs. Present staffing is 100% full-time faculty with fewer students.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The enrollment will probably stabilize with a headcount of approximately 150-170. With faculty and funding support in proportion to the enrollment, this can become a satisfactory situation.

This program quality is almost excellent as determined from student follow-up studies and faculty qualifications through education and experience. This statement is supported by information provided in the SBCC PDM report for law enforcement. In comparison to the statewide data for law enforcement, a higher percentage of Anne Arundel graduates (61%) were employed in full-time jobs directly related to law enforcement, a higher percentage indicated that their personal goals were achieved (89%), more were satisfied with their employment preparation (87%), the median annual salary was over $3,000 greater, and 100% indicated that they were satisfied with the instruction received at Anne Arundel Community College.

5. What action(s) does the college plan to take to address the above issues?

A. Investigate the transfer option to formally identify it in the College catalog.

B. Modify the three Law Enforcement Certificate programs by having only one certificate program with three options. This will provide a more flexible occupational program for students.

C. Investigate the feasibility of establishing articulation agreements with the Anne Arundel County Police Academy and with the military police battalion at Ft. Meade, Maryland. The agreement might allow college credit for police training received through the academy or the military.

D. Work toward a balanced full-time and adjunct faculty ratio to reduce the discipline cost per credit hour.

E. Revise the Advisory Committee for law enforcement.

F. Design in-service programs in criminal justice to satisfy the demand of local agencies.

G. Aggressively seek financial aid for law enforcement students to replace the discontinued LEAA funding.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) Concerning item B in question 5 above, SBCC considers the current AA and three certificate curricula as options to the present law enforcement program.

(2) The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Engineering Transfer

PROGRAM HEGIS NUMBER: 4940-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Student Follow-up Studies: Recent Graduates

Number of Respondents 9

	Number	Percent
Lost Less than 7 credits in transfer	9	100%
Grade Point Avg. above 3.00 at transfer institution	3	33%
Number 1st Semester at Transfer institution	2	22%
Relationship of community college program to transfer program:		
Directly Related	9	100%
Somewhat Related	-	-
Not Related	-	-
Achieved Goal or still enrolled	9	100%
Satisfied with institution program	9	100%

The sample of recent graduation showed a high rate of satisfaction with the Engineering Transfer program. The colleges that our students in the sample transferred to are the University of Maryland (College Park), Howard University, Johns Hopkins University, and Towson State University.

It was difficult to contact some recent graduates because they are either attending out-of-state colleges or are working out of state or out of the country.

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The present enrollment figures for Fall 1983 are 32 full-time and 84 part-time, for a total headcount of 116, which is an increase in enrollment over the 1982 headcount. The majority of the increased enrollment is in part-time students. The decrease in full-time students from the high point in 1978 reflects the fact that we have fewer foreign students now, rather than reflecting a lack of interest or a change of quality in the program.

The quality of the program is high. Full-time faculty teach the majority of the courses required in the engineering transfer program. Since the classes tend to be smaller than they would be in the first two years at large four-year colleges, the students receive the personal attention they need at the Freshman and Sophomore level. This attention is important for many of our students who need preparation mathematics and science before actually taking the two-year transfer engineering curriculum.

The program is fully articulated with the University of Maryland at College Park and also fits the Engineering program at Howard University. Students recently transferring to the University of Maryland and Howard did not lose any credits from their two-year Engineering Transfer curriculum.

The students who graduate in the program are well prepared to continue their studies. As an example, all seven of the 1979 graduates in Engineering Transfer completed a four year program in Engineering. At least one of the 1979 graduates has his MS in Civil Engineering as does one of the eleven 1981 graduates.

3. What action(s) does the college plan to take to address the above issues?

The College plans to continue to provide the equivalent to the first two years of the four-year BS degree in engineering, as the College offers a low-cost, high-quality program for Baltimore City students. Students who need preparatory courses for the transfer program will continue to receive individual counseling from the Engineering Coordinator and other members of the Mathematics Department.

In addition, a suggested sequence of courses needed for preparation for the transfer curriculum will be listed in next year's catalog.

Articulation of the program with the University of Maryland, College Park, will be continued and articulation will be worked out in conjunction with the new engineering programs at UMBC and Morgan State University.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) Since the majority of engineering transfer students do not intend to earn the AA degree, the College should also give serious attention to entrant follow-up information in its on-going evaluation efforts, in addition to graduate follow-up information.

(2) The loss of foreign students notwithstanding, the decrease in full-time students appears quite serious (from a high of 90 in 1978 to 32 in 1983). The College should consider intensifying recruitment efforts in local high schools.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Commercial Art

PROGRAM HEGIS NUMBER: 5012-05 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Student Follow-up Studies: Recent Graduates

Number of Respondents 14

	Number	Percent
Full-time job, Directly Related	6	43%
Full-time job, Somewhat Related	3	22%
Full-time job, Not Related	2	14%
Part-time Job	1	7%
Transferred, Not Employed	0	-
Seeking Work, Not Employed	1	7%
Military, Home Responsibility, Other	1	7%
Total	14	100%
Transferred, Regardless of employment	3	22%
Achieved Personal Goal	9	64%
Satisfied with Instruction of Program	11	79%
Among Full-time Employees		
Median Annual Salary	$14,967	
No. Reporting Salary Data	8	
Began New Job after College (10)	71%	
Satisfied with Employment Preparation (4)	29%	

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent, according to graduates and employers. The objectives, courses, and applications of the program provide for graduates who can produce professional work. They can start with typewritten copy and design a piece ready for the printer, including thumbnails, roughs, comprehensive, type specs, display copy setting, photostats, photography, paper and ink specifications.

Enrollment has been declining for two major reasons. The Baltimore City High Schools have eliminated their art programs in the general high schools in favor of funding the High School for the Performing Arts, whose graduates are recruited nationwide by four-year colleges. Thus the usual channels of high school art classes for direct recruitment are no longer available.

The second factor is the general economy since 1979. Business and industry have not been able to purchase commercial art services and new jobs in the field are few. It will be some time before recovery leads to expansion.

3. What action(s) does the college plan to take to address the above issues?

The College plans to recruit widely in the Baltimore community. As the economy continues to recover and expand, course offerings will be broadened to match.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

Given the low number of graduates in this program, the College should give serious attention to entrant follow-up information in its on-going evaluation efforts, in addition to graduate follow-up information.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Urban Development Assistant

PROGRAM HEGIS NUMBER: 5501-01 LEVEL OF AWARD: AA

1. What factors account for the low enrollment in this program?

   The Urban Development Assistant Program was originally a paraprofessional planner program. The job market for paraprofessionals has declined drastically during the past few years. Inability to place students and graduates in the job market has seriously affected enrollment.

2. What is the minimum number of students needed to offer a successful program?

   To be effective, the Urban Development Assistant Program needs some 35-40 students.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   A survey of the graduates of this program has not been taken. However, verbal discussions with a few of the graduates indicate that it is very difficult for those with only two years to obtain meaningful jobs. An associate degree graduate must be enrolled in a program leading to a bachelor's degree in order to qualify for entry employment.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

   For the few students enrolled, the program has high quality because the instructors in the program are the practioners who are currently working in the field of instruction.

5. What action(s) does the college plan to take to address the above issues?

The Public and Human Services Department of the College has already taken steps to strengthen and improve the offerings. An advisory committee has been formed to set goals, review course content, and to survey the job market. Additionally, the UDA program is being modified from being a para-planner program to a "community planner/developer" program. A revised program will be appropriately submitted in 1984.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should submit follow-up information on at least 15 students as soon as possible, but no later than June 1, 1984.

(2) The College should submit a program revision to SBCC as soon as possible so that the revised program is in place for Fall 1984. If that cannot be accomplished, the College should consider inactivating the program for the 1984-85 academic year.

(3) If two years of study are indeed inadequate job preparation in this field, the College should consider revising the program to be a transfer program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Government Service Assistant

PROGRAM HEGIS NUMBER: 5501-03 LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining enrollment in this program?

   The first factor in the low enrollment in the Government Assistant Program is the lack of visibility and publicity about the program. A second and very important factor is the perception that publicly funded jobs for AA degree students have been declining in number during the past few years.

2. At what level does the college expect the enrollment to stabilize?

   To be effective, this program probably needs some seventy (70) students.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Number of Respondents 11

	Number	Percent
Full-time job, Directly Related	2	18%
Full-time job, Somewhat Related	3	27%
Full-time job, Not Related	4	36%
Part-time job	1	9%
Transferred, Not Employed	1	9%
Seeking Work, Not Employed	0	-
Military, Home Responsibility, Other	0	-
Total	11	100%
Transferred, Regardless of employment	4	36%
Achieved Personal Goad	9	82%
Satisfied with Instruction of Program	5	45%

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

(Enrollment is treated in question #1 above). The College has a viable Human Services Program which has probably been in competition with Government Services Assistant. Reductions in federal, state, and city employment levels suggest that the numbers of students needed to maintain a viable academic program would lead to an excessive number of graduates for the jobs available.

5. What action(s) does the college plan to take to address the above issues?

The College plans to merge this program with the Human Services Program via discontinuance in the near future.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The SBCC concurs that this program should be discontinued. Students can receive training for government services through the Human Services Program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Catonsville Community College

PROGRAM TITLE: Engineering Transfer

PROGRAM HEGIS NUMBER: 4940-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The table below is the result of data collected from a mail survey of 671 current and previously enrolled Engineering Transfer students conducted during September 1983.

	Number	Percent
Number of Respondents	82	
Response Rate		12%
Current Status		
Currently enrolled	30	37%
Plan to enroll in future	13	16%
No plans to enroll in future	8	10%
Transferred	29	35%
Graduated	2	2%
Total	82	100%
Loss less than seven credits in transfer		83%
Grade point average above 3.0		61%
Relationship of community of college program to transfer program		
Directly related		70%
Somewhat related		28%
Not related		2%
Satisfaction with transfer preparation		83%

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The enrollment in the engineering transfer program is judged as satisfactory. Freshmen enrollment remains high while second year enrollment is struggling in this very rigorous curriculum. The introduction of engineering programs at UMBC and Morgan State may have an impact on the enrollment at the college. (UMBC's introductory engineering course ENES 0101 enrolled approximately 300 students during Fall 1983.) However, it is too soon to know exactly what that impact will be. It is likely some freshmen will choose to enroll at UMBC rather than Catonsville. The number of these students will likely be balanced by reverse transfers from UMBC to Catonsville. In addition the opportunity for a fully articulated program with UMBC presents a means to enhance the Catonsville program.

Students rate program quality as satisfactory. Of the 82 responses received, the following data was collected:

	Number	Percent
Extremely satisfied	28	34%
Satisfied	40	49%
Unsatisfied	5	6%
Don't know	9	11%

3. What action(s) does the college plan to take to address the above issues?

The College will continue to serve the transfer needs for engineering students by participating in articulation meetings with area four-year schools and maintaining necessary contacts in order to revise the program content as needed.

As part of its marketing strategy, the College will promote its successful record of providing easily transferred engineering courses to Maryland's public and private engineering colleges and universities.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College is to be commended for its articulation efforts with four-year engineering programs, and is encouraged to actively continue those efforts in the future. How well the program articulates with four-year programs will be a key factor in its continuing viability.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Catonsville Community College

PROGRAM TITLE: Traffic and Transportation Management

PROGRAM HEGIS NUMBER: 5011-02 LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining awards in this program?

Like several other occupational programs, the majority of the students are part-time and pursuing a specific award. Generally, these students tend to take courses that provide specific bodies of knowledge that can immediately be applied to their employment responsibilities. Courses that do not appear to apply to the job are not taken.

In response to a recent survey of Traffic and Transportation students, it was suggested that the program has not kept pace with the rapid changes that have recently occurred in the traffic and transportation field. The overall decline in enrollment of TRT majors could be a result of this.

The catalog description of the program is too vague. As a result, some prospective students may fail to recognize the relevance of the program to their career field.

All faculty are part-time and have limited time available to properly advise students. Some potential graduates, prospective as well as enrolled students, may be lost as a result of the vague program description in the catalog and limited faculty advisement.

2. At what level does the college expect the awards to stabilize?

There appears to be a significant possibility of growth in this program. With renewed recruitment efforts, an updated curriculum, and a revised catalog description, the Traffic and Transportation program should be able to significantly increase both the number of students it enrolls and the number of awards it grants. However, it is not expected that more than 10 to 15% of the students will pursue awards.

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

Educational Goals	Number	Percent
Courses only	8	13%
Certificate	21	33%
Degree	18	28%
Unknown/Blank	17	27%
Total		

Personal Goals	Number	Percent
Exploration of new career field	8	13%
Immediate job entry	9	14%
Transfer	5	8%
Update skills for current job	21	33%
Personal interest	3	5%
Other/Unknown/Blank	16	25%
Total	63	

Source: Data collected from admissions application - enrolled TRT majors - Fall 1982.

4. What does the college consider to be a minimum number of awards for a successful program?

Although the College would like to see the number of awards increased and plans to attempt to bring this about, this program is believed to have merit regardless of the number of awards granted. The facts that no other community college traffic and transportation management program exists in Maryland, and that students are enrolling in the program support the view that maintaining this program provides a worthwhile service to the people in this field. Revisions discussed in item 7 may point to the need for letters of recognition, or new options, which will provide for more completers.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The table below is the result of data collected from a mail survey of 96 current and previously enrolled TRT students conducted during September 1983.

	Number	Percent
Number of respondents	48	
Full-time Job		
Directly Related	24	50%
Somewhat Related	14	29%
Not Related	4	8%
Employed Part-time	3	6%

6. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Although it is believed that the present enrollment is sufficient to justify the program's continued existence, the College would like to see enrollment grow.

Correspondence with several transportation firms in the Baltimore metropolitan area suggests that many persons employed in the areas of traffic and transportation could benefit from this program and that considerable interest in a strong TRT program exists. With some program revisions the TRT program enrollment will grow.

Preliminary studies (September 1983 survey of former students) indicates that the quality of the program is satisfactory and students are satisfied with instruction. However, the College believes that the quality of the program can be improved. Many worthwhile comments were received which will assist the College in a thorough curriculum evaluation. Attention will be given to updating several courses and refocusing the curriculum (more attention to trucking concerns and less exclusive attention to railroads).

Program Satisfaction	Number	Percent
Extremely satisfied	20	42%
Satisfied	25	52%
Unsatisfied	3	6%

7. What action(s) does the college plan to take to address the above issues?

Direct the College's Curriculum Evaluation and Development Center to conduct a thorough assessment of the value and effectiveness of the TRT program:

a. Reestablish its contacts with local industry through a new program advisory committee.
b. Review and consider program modifications, with particular attention to changes that have recently occurred in the field.
c. Revise the catalog description to more clearly define the nature and benefits of the program.
d. Review and consider current marketing procedures and new potential populations. Develop more efficient direct mail listing.
e. Attempt to assess student time constraints, and schedule courses accordingly.
f. Prepare a proposal for statewide program designation as Catonsville offers the only such program in Maryland.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) SBCC concurs that new certificate options should be developed as a means of both attracting new students and encouraging students to complete a program of study once they enroll.

(2) In efforts to modify the program, particular attention should be paid to in-service training needs since most of the students and potential students are already employed in the field.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Catonsville Community College

PROGRAM TITLE: Law Enforcement

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

1. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, inservice versus preservice training, and college versus police academy training.

The Criminal Justice program should continue to serve well the education and training needs of both pre-service and in-service students through its program options of law enforcement, corrections, and retail and industrial security. For fifteen years the College has maintained excellent relations with area law enforcement agencies and its personnel. The program remains attractive despite the fact that the federal law enforcement educational program funding has been completely eliminated for the past three years after having subsidized some 95% of our students for ten years.

The program will continue to provide courses which satisfy the requirements of pre-service occupational and transfer program orientation. Many of the students plan to earn baccalaureate degrees after graduation from Catonsville and the existing program meets the needs of this transfer student whose primary goal is often federal employment which has higher basic educational requirements.

Pre-service occupational students are prepared to enter the criminal justice field with a basic background necessary for employment at a law enforcement agency.

Students currently employed in the criminal justice field are afforded the opportunity for continuing education through the existing credit program. Courses are available to provide advanced knowledge for improved job performance as well as for assistance in meeting promotion goals.

Three Catonsville Community College courses are taught as part of the Maryland State Police Academy curriculum for recruits, and three of our courses are provided for Baltimore County Police Academy recruits. Generally there are two classes a year in each setting. The College has for many years taught and continues to enjoy an excellent reputation as an educator of the recruit in the areas of law and police-community relations. This relationship is expected to continue.

2. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The program coordinator has met with individual members of the advisory committee during the past year. As a result, a new credit course, Computer-Related Crime, was reviewed and endorsed. This is the first such three-credit course for police and prosecution personnal in Maryland. Computer-Related Crime has been conducted as a non-credit course for police and prosecution personnel in the Baltimore metropolitan area during the past year.

The College plans a meeting of the entire advisory group within the next few months.

3. What factors account for a goal achievement rate that is below the State average?

One of the primary goals of Criminal Justice majors is to become law enforcement officers. The report of 1980 graduates also indicates that zero of the twenty-three respondents secured a new job after college. Since positions were not available that year it is not surprising that only 70% reported goal satisfaction.

The job market was apparently better for the 1982 graduates. The 1982 graduate report (10/6/83) indicated an improvement in the category "began new job after college" (31%) and the goal satisfaction also increased (90%) during that same period. This is 12% greater than the State average. There appears to be a direct relationship between "began new job after college" and "achieved personal goal."

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

In the Fall 1983 new freshmen (declared majors) increased from 159 to 177. This increase was significant in that overall the College's total number of career program (declared freshmen) majors declined.

The number of program majors is expected to remain relatively constant over the next few years. The current enrollment, including non-majors, of over 300 students is satisfactory.

5. What action(s) does the college plan to take to address the above issues?

The College plans to continue to serve the educational needs of both pre-service and in-service criminal justice personnel. Efforts will continue to recruit students from both the private and public crime control agencies.

Additionally, the College will continue to respond to the changing training needs of law enforcement personnel and deliver the necessary credit and credit-free courses.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Catonsville Community College

PROGRAM TITLE: Fire Protection

PROGRAM HEGIS NUMBER: 5507-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

The major factors that account for the declining enrollment are a limited population that the curriculum serves and the lack of incentive offered by the metropolitan area fire departments for educating their firemen. In addition, the relatively larger enrollments of several years ago were supported by high federal encouragement of fire protection related education; in addition, individual fire fighters were actively taking advantage of their Veterans Administration benefits. Neither of these situations currently exist to support enrollment.

The College had hoped for expanded enrollment from the industrial fire protection industry. However, a recent decline in support of OSHA requirements has dampened opportunities for growth in these areas.

At the present time there is no indication of significant expanding entry-level positions in the metropolitan area. With the exception of Baltimore County which does anticipate hiring over the next four years, the Baltimore area fire departments (Baltimore City, Anne Arundel and Howard Counties) do not expect to add new positions. Hiring will occur only to replace persons lost through attrition.

2. At what level does the college expect the enrollment to stabilize?

At this time it appears that the enrollment will continue to decline.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The table below is the result of data collected from a mail survey of 104 current and previously enrolled FPT students conducted during September 1983.

	Number	Percent
Number of respondents	68	
Full-Time Job		
Directly Related	53	78%
Somewhat Related	7	10%
Not Related	2	3%
Employed part-time	6	9%
Transferred, regardless of employment	4	6%
Satisfied with instruction	63	93%

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment in this program is viewed as struggling and little in the near future suggests that this program will cease its enrollment decline.

The recently conducted survey indicated the following results to the question, "How satisfied are you with the quality of instruction in this program?"

	Number	Percent
Extremely satisfied	25	37%
Satisfied	38	56%
Unsatisfied	4	6%
No response	1	2%
Total	68	100%

5. What action(s) does the college plan to take to address the above issues?

The College will continue to advertise and actively promote the program. In addition, new program options are being planned for the FPT program including a certificate and sprinkler design option.

The Fire Protection Technology curriculum is one of several curricula currently under study in the College's Center for Curriculum Development and Evaluation. Along with other curricula it may become a part of a Public Safety cluster that would include courses and new subject matter from the areas of: Fire Protection Technology, Occupational Safety and Health Technology, Toxic Waste Management and Criminal Justice. The purpose of such a program would be to properly prepare personnel in industry to detect and treat fire threatening situations that may involve dangerous chemicals and toxins.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College is encouraged to develop new certificate options in an effort to increase enrollments.

(2) If the declining enrollment trend continues, the College should consider what is the minimum number of students needed to keep this a viable program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Cecil Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Prior to the past academic year, many students who anticipated transferring to a four-year institution used the General Studies Program as the mechanism of completing specific requirements in their particular area of interest. In addition, this program was used for students who basically had no set career goals. Beginning with the 1981 academic year, a strong program of academic advising was instituted at Cecil Community College. At the same time, many of the programs at both the certificate and degree level were revised and upgraded, particularly the transfer programs. In addition, two very strong academic programs in data processing and nursing were subsequently instituted. These changes and implementations affected the General Studies student in a number of ways:

a. Many of the students who previously were their own advisors were assigned to faculty advisors who encouraged the student to enroll in specific certificate and degree programs, thus completing the specialized and unique courses required in these programs.
b. Upgrading of the transfer programs and better articulation agreements made the transfer programs a more viable option for the student wishing to transfer to four-year institutions.
c. With the implementation of the data processing and nursing programs, many of the students who enrolled in General Studies as a means of getting the general course requirements satisfied prior to transferring to another institution are now enrolled in these programs at Cecil. This is particularly true of students who were interested in nursing as a career goal.

2. At what level does the college expect the enrollment to stabilize?

It is anticipated enrollment in this program may continue to decline. However, it should be noted that in many instances faculty advising was designed purposely to strengthen career and transfer goals and to move students from the General Studies curriculum into more specific programs. It should be further noted that costs for this program are very minimal. Reduction in the number of students and/or graduates in this program is not indicative of decreasing enrollment overall.

3. What factors account for a loss of credits upon transfer that is above the State average?

Students enrolled in this program have a large number of electives which many times are used as a means of satisfying student interest rather than satisfying specific transfer program requirements. In addition, students enrolled in this program usually do not have a specific career goal in mind while going through this program. In many instances, perhaps transferring to another institution is an "after thought" once the student has completed the program at Cecil. It should also be noted that many times students who are enrolled in this program are self-advised, part-time students who are taking a minimal of credits during any given semester.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

While enrollment in this program has declined, much of that decline has occurred by design. It is the feeling of the institution that there is satisfactory enrollment in the program and that the program is still accomplishing and meeting its specific goals.

The program is of the same high quality as other programs at this institution. There is no distinction between course requirements and academic instruction for courses in this program and other institutional programs.

5. What action(s) does the college plan to take to address the above issues?

The College will continue to use the General Studies Program for those students who have unique or no career goals. However, through the academic advising system, the College is committed to encouraging students to enroll in those specific programs which best meet the transfer and career goals.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The SBCC fully supports college efforts to move students out of General Studies and into transfer and occupational programs when reasonably clear career goals can be identified.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Cecil Community College

PROGRAM TITLE: Sanitary Technology

PROGRAM HEGIS NUMBER: 5408-01 LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

   This certificate program was designed to provide the course work necessary for those individuals who need additional educational experiences to qualify for advanced licensing. The number of individuals to whom this program is applicable is rather small.

2. If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?

   There are no substantial differences in the estimated number of students and students actually enrolled in the program.

3. What is the minimum number of students needed to offer a successful program?

   The program needs to have 8 to 10 students enrolled for it to continue to be successful.

4. What factors account for the fact that no awards have been granted?

   The certificate program is designed to give maximum benefit and certification. In reality, the students are taking only those courses necessary to receive the next level of certification and then dropping out of the program until such time as it is necessary for them to either renew the current certificate or work on a more advanced one. In addition, all of the students in this Program are part-time students, many of whom are taking only one course per semester. Thus, the completion time for the certificate is rather lengthy.

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

To some degree, the program is struggling. The absence of any full-time students contributes to the low number of completers. However, the program is doing what it is intended to do for those employed individuals who are enrolled. The quality of the program is satisfactory.

6. What action(s) does the college plan to take to address the above issues?

The College is currently reviewing course offerings within this certificate program and, in all probability, will be making some changes. It has been recommended that two levels of certificates be awarded to the students. In addition, a number of course changes have been recommended. Those recommendations that are feasible will be implemented at the beginning of the next academic year.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should consider offering letters of recognition for sequences of courses tied to specific types of water processes.

(2) If the current review of the program (see #6 above) results in substantial changes to the program goals and content, the revisions must be approved by SBCC prior to implementation in 1984-85.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Charles County College

PROGRAM TITLE: Engineering Transfer

PROGRAM HEGIS NUMBER: 4940-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

A telephone survey was conducted to gather information from engineering students. All students who were enrolled in MTH 221 (Differential Equations w/Linear Algebra) during the Spring 1983 semester were selected to serve as the survey population. These students were selected since any student who is truly an engineering major has to enroll in this course sometime during his or her tenure at the College. There were twenty students enrolled in the course. Ultimately, sixteen responded to the survey. Responses to each of the survey items are presented below. The data are presented in a form similar to the PDM display.

Number of Respondents	16
Number of Transfer Students	10
Number of Students still at Charles	4
Lost less than 7 credits in transfer	86%
Grade Point Average above 3.0 at transfer institution	75%
Relationship of Community College Program to Transfer Program	
Directly Related	90%
Somewhat Related	10%
Not Related	-
Satisfaction with Transfer Preparation	
Extremely Satisfied	56%
Satisfied	44%
Unsatisfied	-
Achieved Goal or Still in School	94%
Satisfied with Instructors in Program	100%

The data clearly reflect satisfaction with the program. There was typically little or no loss of credit and high quality point averages at the receiving institutions. Student perceptions of their academic training were also extremely positive. Finally, well over 90% of the respondents achieved their educational goal or are still in school. Clearly, the results of the survey indicate that the engineering program is indeed quite viable.

In addition to the follow-up survey, two other activities were undertaken to study the status of the engineering program.

First, an analysis was conducted of the number of registered engineering students, number of students enrolled in specific engineering courses, and number of AA degrees awarded for students entering in Fall 1979 through Fall 1983.

The following table shows the results.

	79 to 81	80 to 82	81 to 83	82 to 84	83 to 85
ERG Curriculum	66	83	144	101	144
ERG 120 Graphics	129	105	166	139	-
ERG 121 Statics	25	40	42	51	-
EGR 221 Dynamics	7	19	24	25*	-
AA Degree	4	5	6	11*	-

* Projected on basis of classroom survey of students.

The data clearly show the following:

More students enroll in EGR 120 - Engineering Graphics - than are declared engineering transfer students. This occurs because many students take graphics as an elective or for other purposes, such as drafting and specific personal interests.

In the engineering program, the bulk of the attrition occurs at the end of the graphics course. The reason for this attrition is prerequisites. The graphics course has no formal prerequisite, whereas EGR 121 - Statics - requires calculus as a corequisite. Only serious engineering students enroll in statics.

Once students have entered the mainstream of the engineering curriculum (i.e. are enrolled in Statics), attrition is at a rate approximately equivalent to that of the College as a whole.

General trends show a steady, sustained growth of the engineering program.

Second, five faculty members were consulted and asked to contribute to the review of the engineering program. Their contribution consisted of taking specific classroom surveys of current students, examining the current curriculum for possible revision, and offering opinions based on their experience and individual informal discussions.

Results of two specific class surveys are presented below:

Course: EGR 220 - Mechanics of Materials
15 Students Surveyed

Question:	Reply
Do you expect to receive an AA degree in engineering?	11 Yes 4 No
Do you expect to be at Charles next Fall 1984?	3 Yes 12 No
Do you expect to transfer to a 4 year college/university major in engineering in Fall 1984?	11 Yes 4 No
Do you expect to enter University of Maryland as a transfer student in Engineering?	7 Yes 8 No

Results of this survey confirm that while a majority of our students intend to transfer to a four-year college or university, about half intend to enter colleges which may be outside the local area. These students are often difficult to reach for follow-up interviews.

A second survey of students currently (Fall 1983) enrolled in EGR 120 (Graphics) revealed the following:

Number Enrolled	21
Number who indicated EGR Curriculum	16
Number who are interested in pursuing AA/EGR	7
Number who are interested in pursuing BS/EGR	14

This class survey also confirms that, of the students who intend to pursue BS degrees, only about half are interested in attaining an AA degree.

In addition to the surveys, a review of an Engineering Transfer Program Evaluation Fall 1982 (Report 82-39) at Prince George's Community College was completed. Included in that report was a summary of enrollments in the five largest engineering programs among the eleven Maryland community colleges with active engineering programs in 1981. The five largest listed, plus Charles, were:

Community College	Fall 1981 Engineering Majors	1981 Graduates
Montgomery	609	20
Prince George's	436	9
Anne Arundel	263	6
Catonsville	253	7
Essex	197	7
Charles	144	6

The five largest programs had a total of 49 graduates from a program with a total enrollment of 1658, or a rate of 2.96%. At Charles County Community College, the engineering program had 6 graduates and an enrollment of 144, or a rate of 4.17%.

A further review of the 1982 Report by Prince George's Community College revealed some conclusions of that report that are certainly pertinent to the program at Charles County Community College. They are:

> "Few majors complete requirements for AA degree. Graduate follow-ups, therefore, fail to survey most of the engineering students who transfer."
>
> "Nine out of ten respondents to the survey indicated that their primary reason in attending PGCC was to prepare for transfer to a four-year institution....Ninety-eight percent of the respondents said they planned to earn a Bachelor's degree. But only 36 percent planned to complete the AA Degree".
>
> "Students who didn't plan to complete their program were asked their response." One recurrent answer was, "Employers require and expect the B.S.; the AA was perceived as having little value in the market place...."

The conclusions are in complete agreement with results of surveys and informal reactions given to our faculty by students enrolled in the engineering curriculum at Charles County Community College.

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment

The evaluation clearly indicates that the engineering program enrollment increased at a steady rate through 1981. Even the number of graduates, though small, is increasing. The number of students enrolled has increased from 66 in 1979 to 144 in 1981, and the number of graduates with AA degrees has grown from 4 to 6 with a current estimate (based on a student survey) for May 1983 of 11. The increases are generally at least as high as those for the College as a whole. Therefore, the enrollment is considered to be healthy.

Quality

The quality of the program is considered to be excellent. Although many students do not receive an AA degree, many students do transfer to 4 year institutions and complete B.S. degree. The program includes course requirements in Computer Programming, English (Report Writing), and Physical Education. These are considered essential to the program, which in addition to being a transfer program, is also designated to equip a student to become a well-qualified engineering technician. The necessary inclusion of these courses is one reason some students choose to by-pass the AA degree.

The high attrition rate is, in large part, due to the requirement that entering students designate a program major. Many students enrolling in Engineering 120 - Graphics - have neither the desire nor the preparation necessary for enrollment in the engineering program.

The quality of course work -- which is primarily Mathematics (16 semester hours), Chemistry (8 to 16 semester hours), Physics (12 to 15 semester hours), and Engineering (9 to 12 semester hours) -- is confirmed by the general acceptance of the courses by 4 year colleges and universities. Specific articulation agreements are currently in force with University of Maryland, George Washington University, and Catholic University. Most engineering curriculum courses are readily accepted by most colleges and universities.

The success of our students in pursuing BS degrees (even though the numbers are small) has been documented. In general, our students have been very satisfied with the Engineering program at Charles County Community College.

3. What action(s) does the college plan to take to address the above issues?

Four specific action(s) have been, or are planned to be taken as follows:

Program Selection

Effective Fall 1983, students are no longer required to indicate a specific program if they are interested in enrolling in courses for reasons not related to a specific program major. This change has decreased the number of students who specify Engineering as their major even though they have no intention of completing the program. The result has been a decrease of declared engineering students from 144 in 1981 to 101 in 1982. This action should make the attrition rates more realistic and easier to evaluate.

Curriculum Changes

In Fall 1982, some electives in the engineering program were instituted to more realistically allow students to pursue AA degrees in engineering. Specifically, students intending to pursue a bachelor's degree in chemical engineering many now substitute Organic Chemistry for Thermodynamics and Computer Programming. Also, electrical engineering students may substitute Electrical Circuits for Thermodynamics. Consideration is now being given to the acceptance of PASCAL programming as a substitute for CDP 220 Computer Programming for Science and Engineering (FORTRAN). This is due to the preference of many 4 year engineering colleges for PASCAL. These actions should enable more students to complete requirements for an AA degree.

English (Report Writing-ENG 205)

One reason for non-completion of the AA degree is the requirement for completion of English 205 - Report Writing, which is considered a necessity for an AA degree. Currently, the University of Maryland will accept the course only if a grade of "A" is received or if a student successfully submits his course work for evaluation by the English Department of UMD. Efforts to make our course more acceptable to UMD and other 4 year colleges (if necessary) will continue.

Faculty Advisement and Counseling

Increased emphasis by the engineering faculty on counseling and advising both our entering and currently enrolled students of the rigors, the requisites, the advantages, and the character of the engineering program should enable the students to make a more prudent choice of program majors. Increased emphasis on the enrollment of the most qualified students may assist in the reduction of our attrition rate.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) SBCC recognizes that many community college engineering students have no intention of completing an AA on their way to the bachelor's degree. Nevertheless, SBCC does support college efforts to remove barriers to completing the AA wherever possible (e.g., substitution of courses as noted in #3 above).

(2) Now that the Fall enrollment data more accurately reflect engineering majors (see #3 above), SBCC will look for total headcount in this program to be relatively stable over the next several years.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Charles County Community College

PROGRAM TITLE: Horticulture

PROGRAM HEGIS NUMBER: 5402-01 LEVEL OF AWARD: Certificate

Program was inactivated in Fall 1983.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

Action will be required on this program no later than June 1985.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Chesapeake College

PROGRAM TITLE: Medical Laboratory Tech

PROGRAM HEGIS NUMBER: 5205-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Twenty-five of the graduates responded to the survey. They were asked to check as many of the items below that applied to their current status, and the following results were obtained:

32% were employed full-time as medical laboratory technicians
None were employed part-time as medical laboratory technicians
32% were employed, but not as medical laboratory technicians
8% were unemployed
12% had full-time home responsibilities
4% were in school
12% did not indicate current status

For the eight percent (2) who were unemployed, reasons given included being ineligible for a California license, and waiting to complete education. None mentioned looking for work and being unable to find it.

Those who were employed in another field were asked to state their job titles, and the following list emerged. As it indicates, many were employed in health-related areas.

Medical Technology	Self-employed
Kent County Parks & Rec.	Secretary
Medical Records Tech.	A.R.T.
Engineering	Laboratory Aide
Caroline Transport	Emergency Med. Tech.
Aerospace Div. Mfg.	Expeditor
Nursing	R.N.
Waste Water	Lab. Tech.

With regard to goal achievement, the following information was gleaned:

32% came to explore a new career
89% of them achieved that goal by graduation

50% came for preparation for immediate entry into a career
79% of them achieved that goal by the time they graduated

4% came for preparation for transfer and did not achieve that goal by graduation. However, as the section on transfer indicates, a much larger percentage eventually did transfer.

None came to update skills for a job currently held

7% came to update skills for reentry into a laboratory position, and successfully achieved it

7% came for other reasons. Although they did not specify what they were, one reported accomplishing them, and one stated that they were not achieved.

The graduates were asked to rate the quality of instruction in the Medical Laboratory Technology Program at the College and at the hospital where clinical training took place. Seventy-six percent rated the quality of program instruction at Chesapeake as average to excellent; and eighty-five percent rated the quality of instruction at area hospitals (part of the program of study) as average to excellent.

TRANSFER

Sixty-three percent of the Medical Laboratory Technology Program graduates reported that they had transferred to another school; thirty-eight percent stated that they had not. Majors of the fifteen at the transfer institutions broke down as follows:

	Number	Percent
Medical Technology	10	66%
Biology	3	20
Public Health/Microbiology	1	7
Social Work	1	7
Total	15	100%

Of the fifteen, twelve reported having received a Bachelor's degree. Thirteen of them completed a questionnaire item asking for their level of satisfaction with the Chesapeake MLT Program's preparation for their transfer work, and ninety-two percent reported that it was average to excellent.

EMPLOYMENT

The graduates were queried as to the nature of their first MLT jobs after graduating from Chesapeake. Twenty-four responded to this item.

Five, or twenty percent, were employed part-time. Thirteen, or fifty-two percent were employed full-time; all as medical laboratory technologists, with the exception of one, a medical technologist. The remaining six were involved in other activities such as school, home responsibilities, etc. All of the MLTs worked in general hospitals following graduation. Their work was concentrated in general rotation, although some later acquired specializations in hematology, chemistry, microbiology, and blood bank work.

Graduates who were paid hourly as medical laboratory technicians earned (at $4.52 per hour) an equivalent salary of $8,678 annually. Those paid weekly earned, at $180.00 per week, the equivalent of $9,360 annually. Graduates receiving wages monthly made an annual average salary of $10,273. While these rates fall below the $13,338 annual average salary for a Maryland Community College graduate, it should be noted that salaries on the Eastern Shore in general are lower than statewide; that students were reporting salaries for their first jobs (in some cases dating back to 1976), and therefore not accounting for inflation; and that these factors notwithstanding, the starting salaries made by this group were slightly higher than the average annual salary earned by employed residents of the College's five-county service area.

Two of the graduates found jobs through an instructor; three, via clinical supervisors; and ten, through their own efforts or the help of a friend.

Eleven respondents reported that they were not currently employed as medical laboratory technicians. Four had left the field for additional education; four perceived better pay in another field as a reason; and three had moved out of the field for personal reasons.

The graduates were asked to list the courses (not MLT) that best helped to complement the professional courses for their MLT jobs, and the results will be shared with faculty.

In summary, it appears that the Chesapeake College Medical Laboratory Technology Program graduates readily find employment with slightly above area average pay, have a high transfer rate, and show a desire for further knowledge, both in MLT and related fields.

EMPLOYER SURVEY

Of the twelve responding employers, all supervised graduates in laboratories located in general hospital settings. Most of the graduates were performing general rotation types of work. Eleven of twelve employers reported having hired graduates who had been student technologists in their labs. Seven reported that it took the MLT graduate from Chesapeake 2-3 months to become productive in their labs; three stated that it took longer than three months; and two wrote that fewer than eight weeks were necessary. These figures were slightly less than the same employers projected for new graduates in general.

Eighty-six percent of the employers rated the graduates' work habits and preparation to apply thecretical knowledge to clinical practice as average or good.

EMPLOYMENT LABOR MARKET

Chesapeake Medical Laboratory Technology Program graduates have tended to be employed in general hospitals within the five-county area. Although one of the surveys was returned from California, and some may never have reached graduates who have moved since attending Chesapeake, it was obvious from the surveys returned that the five-county area is the primary geographical area for their employment.

In Dorchester County, there is one hospital, employing between 250 and 499 persons. One similarly sized hospital is located in Kent County. Talbot County has a hospital with 500 to 999 employees, and neither Queen Anne's nor Caroline County have hospitals. For Maryland as a whole, jobs for five Biochemistry Technologists, 108 Medical Lab Assistants, and 92 Medical Laboratory Technicians opened annually between 1976 and 1982. For the Upper Eastern Shore of Maryland, medical services employment is expected to grow from 3,200 positions in 1980 to 3,300 in 1985; to accelerate to 3,500 by 1990; 3,600 by 1995; and 3,700 by the year 2000. For the lower Eastern Shore, 1980 medical services employment of 3,900 is expected to rise by 1985 to 4,100; to reach 4,500 by 1990; in 1995, to be 4,700; and by the year 2000, to increase to 4,800. Stable and gradually increasing employment for medical laboratory technicians is therefore forecast.

Nationally, approximately 205,000 medical laboratory workers (medical technologists, technicians, and assistants) were employed in 1980. Through the 1980's employment of medical laboratory workers is expected to expand faster than the average for all occupations. Population growth and greater health consciousness are expected to combine with broad availability of public and private health insurance to influence this growth. A more subtle anticipated influence on the growth in medical laboratory technicians' positions is expected to be the increasing technical sophistication of laboratory instrumentation, which may enable the technician to perform many tasks previously requiring the baccalaureate education of a medical technologist. An alternative scenario includes the possibility that with instrumentation, tasks of those working in medical laboratories will become more complex, necessitating further education. The College will remain abreast of such potential changes through its faculty and program advisory committee, and will adjust the curriculum accordingly.

PDM DISPLAY

Number of Respondents	25
Response Rate	34%
Full-time Job,	
Directly Related	32%
Somewhat Related	20%
Not Related	12%
Part-time Job	0
Transferred, Not employed	4%
Seeking Work, Not employed	4%
Military, Home Responsibility Other	12%
Transferred, Regardless of Employment	63%
Achieved Personal Goal	79%
Satisfied with Instruction in Program	76%
Among Full-Time Employees	
Median Annual Salary, First Job after Graduation	$9,563
No Reporting Salary Data	19
Began New Job after College	19
Satisfied with Employment Preparation	80%

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Chesapeake College did not admit students to the MLT program in the Fall of 1981 (FY 81-82); hence no students graduated in 1983. Ten students were admitted to the program in 1982. Three students are expected to graduate in 1984.

For the Fall of 1983, six students who met the new admission requirements established for the program entered the program. Four additional students have indicated the MLT program as their occupational goal and are enrolled in courses which will prepare them to meet the admissions requirements.

The quality of the program has improved in the last two years. Admission requirements have been established such that students who are admitted can reasonably be expected to complete the program. The amount of time for clinical practice has been increased significantly as has the medical laboratory program content (both theoretical and applied laboratory practice components). A comprehensive examination requirement has been added to the program.

The present program quality is rated as satisfactory. The program applied for professional accreditation of the revised curriculum and has received a favorable initial review, which stated that the program "has a potential for compliance with the appropriate essentials". The program requested approval for a total of 20 students.

While twenty percent of the Chesapeake credit students are full-time, sixty-seven percent of the MLT students are full-time. The average age of the MLT students, whose numbers at the College have been low, is twenty-four -- in contrast to the Chesapeake credit student average of thirty-one.

Enrollment in the program has been low, and although it is expected to stabilize as a result of changes made in the program, it will remain low (approximately 20 students) relative to other programs in the state due to the College's inherently smaller size, its focus on program quality, and employment prospects for graduates.

3. What action(s) does the college plan to take to address the above issues?

The College has taken or plans to take the following actions:

a. In the Fall of 1982, Chesapeake College hired a new MLT Program Director who has full-time responsibilities.
b. The job market for the service area was analyzed.
c. A revised curriculum was approved by the College Curriculum Committee in the Fall of 1982, and was approved by the faculty in February, 1983.
d. A revised affiliation agreement with one hospital was signed. Affiliation agreements with two other hospitals in the service area were formalized.
e. Equipment for on-campus medical laboratory practice courses was purchased in 1982 and 1983.
f. The library holdings of books and audiovisual programs have been increased.
g. A consultant to the program was hired in 1983.
h. The College surveyed former graduates and employers of those graduates during 1983, and plans to continue that survey process annually.
i. The College plans an intensive self-study of the MLT program during 1983-84.
j. The MLT Advisory Committee has been utilized in establishing the needs assessment, the optimal preclinical education, and clinical practice competency requirements.
k. The new program has been advertised in the service area in an effort to increase enrollment of qualified students. Additional recruitment plans are a priority.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College is requested to keep SBCC apprised of efforts to obtain specialized accreditation for this program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Chesapeake College

PROGRAM TITLE: Law Enforcement

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

The Chesapeake College Law Enforcement program embraces two orientations: in-service and pre-service training. In-service training is offered for those enrolling primarily for skills upgrading and job promotions. The majority of this population attends on a course-by-course basis, rather than for a degree or certificate. Members of this group may acquire degrees, but if so, usually through part-time attendance and over a longer period of time than those preparing for entry into law-related occupations. With the decline of LEEP funding, enrollment of this group has suffered. Police officers are largely underpaid and have difficulty financing continuing education. Still, a number continue to attend exhibiting a pattern of primarily evening course attendance.

Chesapeake also offers pre-service training, for those aspiring to law enforcement positions. This group of students, primarily degree or certificate seeking, is much smaller than the former group. The pre-service students attend primarily day classes, and are more interested in transfer. Since the two populations in general enroll in distinct course sections due to differences in scheduling and attendance patterns, it is possible for the instructors to address differences in experience and practical/theoretical orientation in presentation of course content.

1. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, inservice versus preservice training, and college versus police academy training.

The program has both a transfer orientation, through the degree option, and an occupational orientation, via the certificate option.

The Chesapeake Law Enforcement program fills a regional need for police training and continuing education. No other institution on the Upper Eastern Shore of Maryland offers such training. The Chesapeake program is clearly essential to improving and maintaining the quality of the police force for this region. To this end, the degree and certificate options provide an essential range of educational opportunities.

Police academies are not geographically accessible to the Chesapeake law enforcement students. Additionally, course content differs between the academies, where actual techniques and solutions are practiced, and the Chesapeake program, where theory and applications are stressed, but not as part of specific training exercises. The Chesapeake program provides academic training which is unavailable in current academy training.

Graduate surveys show that students appreciate both types of training, and do not see them as mutually incompatible.

2. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

An advisory committee has been formed, with an initial meeting scheduled for January 1984. Meetings will continue on a regular basis.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Entrant and graduate follow-up surveys for this program were conducted. Thirteen took place by mail; two, by telephone. As requested by the SBCC, the results are presented below in a table comparable to the PDM Display.

Number of respondents	15
Response rate	29%
Employed Full-time	
Directly Related	53%
Somewhat Related	20%
Not Related	13%
Employed Part-time	7%
Transferred, Not Employed	7%
Seeking Work, Not Employed	0
Military, Home Responsibility,Other	0
Total	100%
Transferred, Regardless of Employment	33%
Achieved Personal Goal	55%
Satisfied with Instruction in Program	100%
Among Full-time Employees:	
Median Annual Salary	$14,698
Number Reporting Salary Data	4
Began New Job after College	13%
Satisfied with Employment Preparation	77%

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The ratio of enrollments to graduations is high due to the pattern of attendance of employed police officers, pursuing coursework but not degrees.

The program is necessary for the regional labor force -- otherwise, no law enforcement training would be available in this area.

The program is cost-effective, employing only adjunct instructors and with minimal equipment costs.

The number of graduations is satisfactory, given the number of employment opportunities.

Graduate, first-time student, and employer surveys rate the program quality as "adequate" to "more than adequate."

Program quality is monitored on an on-going basis by the Associate Dean, regular meetings of the adjunct instructors, and ignore follow-up surveys by the Office of Institutional Research, Planning, and Analysis.

5. What action(s) does the college plan to take to address the above issues?

The College plans to take the following actions regarding its law enforcement programs:

- Maintain intensive program review through follow-up studies.
- Develop a "course frequency chart" for the Cambridge Satellite (off-campus) center, to meet the need for consecutive courses posed by some students.
- Remain abreast, via follow-up studies and the program advisory committee, of labor market changes that suggest new directions for the curriculum.
- Monitor enrollment patterns with attention to numbers and changing student characteristics.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Dundalk Community College

PROGRAM TITLE: Secretarial Science

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining enrollment in this program?

Prior to the Spring 1983 semester, Dundalk offered no word processing courses for credit. In the Fall 1983 semester, the College offered three word processing courses and five are planned for the Spring 1984 semester. Students and potential students were aware of the lack of word processing courses. This semester the College has leased eighteen word processing units for the above mentioned classes. We feel that this void has now been met and the enrollment is already increasing.

2. At what level does the college expect the enrollment to stabilize?

In the Fall of 1983, enrollment in secretarial science career courses increased by 25 percent. It is our plan to enroll between one hundred and one hundred thirty students in our Secretarial Science Program.

3. If the original program proposal estimated enrollment, how do the projection(s) compare with the actual enrollment? If there are substantial differences, what factors account for them?

The original 1976 program proposal estimated enrollments that were somewhat higher than actual figures for the projected 5-year period. A substantial number of the students who take secretarial science courses register as general studies students or "not seeking a degree." Therefore, the number of students officially enrolled does not reflect the number of students actually taking secretarial science courses.

4. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

Due to the economic conditions in the Dundalk area over the past several years, many of our students leave for employment after obtaining entry level marketable skills. In order to encourage students to graduate, the Program Director, secretarial science faculty, and the Division Chairperson have met with dozens of students to review with them the Program and its requirements. In the Spring 1983 semester, new course requirements became effective for two courses. In the Fall 1983 semester, two other course requirements were revised. Total revision of all courses is expected by the end of the Spring 1984 semester.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The results of the follow-up survey are as follows:

	Number	Percent
Number of Surveys Mailed	215	
Number of Respondents	39	
Response Rate		18%
Full-Time Job		
Directly Related	7	18%
Somewhat Related	13	33%
Not Related	5	13%
Part-Time Job	4	10%
Transferred, Not Employed	1	3%
Seeking Work, Not Employed	9	23%
Military, Home Responsibilities, Other	0	0
Total	39	100%
Transferred, Regardless of Employment	1	3%
Achieved Personal Goal	16	41%
Satisfied with Instruction in Program	35	90%

6. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

At the present time, the program quality is satisfactory to excellent and clearly improving based on student and faculty input.

7. What action(s) does the college plan to take to address the above issues?

The Program Director, full-time faculty, part-time faculty, and the Division Chairperson have held two meetings regarding all of the above and will continue to have continuing dialogue through the Spring 1984 semester.

In December 1983, a DACUM conference on Secretarial Science will be held. Twelve to fifteen professionals have agreed to participate and this process will influence the total revision of the Secretarial Science Program.

An increased marketing effort, continual upgrading of equipment, and the new Career Building will all have a positive effect on this curriculum.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) Students with Secretarial Science career goals should be encouraged to officially enroll in that program, not the General Studies program.

(2) The College is requested to provide SBCC with a copy of the results of the Developing a Curriculum (DACUM) conference on Secretarial Science.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Dundalk Community College

PROGRAM TITLE: Legal Assistant

PROGRAM HEGIS NUMBER: 5599-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

During the summer and fall months, the Program Director secured interview responses from 18 graduates. The results of his survey are as follows:

Number of Respondents	18
Full-Time Job	
Directly Related	72%
Somewhat Related	6%
Not Related	6%
Part-time Job	16%
Transferred, Not Employed	0%
Seeking Work, Not Employed	0%
Military, Home Responsibility, Other	0%
Total	100%
Transferred, Regardless of Employment	22%
Achieved Personal Goal	94%
Satisfied with Instruction in Program	89%

Approximately 57 people have now graduated from this program. During the past three years the Program Director has communicated with all of these students. Approximately 82% of the graduates who have sought employment in the legal services field have found employment.

2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

The Program Director joined Dundalk Community College on July 1, 1980. In September 1981, the College applied for the American Bar Association accreditation. A visitation team representing the American Bar Association evaluated the Legal Assistant Program in 1982 and on August 11, 1982, Dundalk Community College received their approval. There are approximately 400 institutions offering Legal Assistant Programs and approximately 80 are accredited by the American Bar Association.

It is our belief that by following the standards of the Program Director, the Business and Management Division, Dundalk Community College, and the American Bar Association, we have dramatically improved the quality of this program.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The Fall 1983 enrollment in our Legal Assistant Program is at an all-time high -- 109 students. The FTE enrollment by all students in our legal assistant courses has increased over 90% compared to the Fall 1982 semester. Therefore, it is our belief that the enrollment is healthy and growing. It is our belief that the quality of this program is excellent as evidenced by student and faculty input as well as the attainment of American Bar Association accreditation.

4. What action(s) does the college plan to take to address the above issues?

The Program Director continues to follow the progress of graduates. He and the College Job Placement Counselor are active in job placement for both students and graduates. The College will continue to follow the American Bar Association standards to maintain accreditation.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College is to be commended for attaining specialized accreditation by the American Bar Association for this program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Essex Community College

PROGRAM TITLE: Business Admin Transfer

PROGRAM HEGIS NUMBER: 4970-01 LEVEL OF AWARD: AA

1. What factors account for the declining awards in this program?

There is a discernible pattern in the number of Associate in Arts degrees awarded to Business Administration Transfer students. From 1977 to 1983 the number of awards was as follows:

1977	58
1978	51
1979	32
1980	56
1981	52
1982	36
1983	57

The pattern seems to be cyclic. It would appear that every third year the number of awards declines. But as the figures show, immediately following a year of decline, there is a substantial increase. For example, in 1982 thirty-six Business Administration Transfer students were awarded AA degrees; in 1983, the number rose to fifty-seven. Significantly, also, the number of awards in 1977, 1980, and 1983 was fifty-eight, fifty-six, and fifty-seven respectively. Further, in 1978 fifty-one students in the Business Administration transfer program were awarded the associate degree. In the comparable year of the next cycle, namely 1981, fifty-two students received AA degrees. The College is cognizant of this pattern of awards, and at the present time does not see any cause for alarm.

2. At what level does the college expect the awards to stabilize?

The College has no reason to believe that the pattern of awards which characterized the period from 1977 to 1983 will not continue. As with other programs, the College will monitor closely awards in this curriculum to make certain that enrollment remains within acceptable limits.

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

Educational Goals	1978		1979		1980	
	No.	%	No.	%	No.	%
Courses only	51	21%	43	16%	26	12%
Certificate	24	10%	15	6%	19	8%
Degree	106	43%	64	24%	49	22%
Unknown/Blank	64	26%	143	54%	131	58%
Total	245	100%	265	100%	225	100%
Personal Goals						
Exploration of new career field	39	16%	29	11%	22	10%
Immediate job entry	44	18%	15	6%	46	20%
Transfer	49	20%	29	11%	15	7%
Update skills for current job	26	11%	27	10%	9	4%
Personal interest	31	13%	25	10%	16	7%
Other/Unknown/Blank	53	21%	139	52%	115	52%
Total	245	100%	265	100%	225	100%

Source: College Admissions Data for 1978-1980. The data indicate that more than fifty percent of the applicants in 1979 and 1980 did not answer the questions relating to educational or personal goals. This is an atypically high figure. There appears to be some error. Since the admissions forms themselves are not kept on file, there is no way to investigate the source of the error. The College plans to review Admissions Data for this program for subsequent years to ascertain whether 1979 or 1980 are uncharacteristic.

4. What does the college consider to be a minimum number of awards for a successful program?

There is no simple answer to this question. The response depends upon the specific program. For "selected admissions" programs where enrollment is restricted and students compete for admission, the College expects the rate of completion to be about 80 to 85 percent. In other programs the number of awards is not a principal determinant of the curriculum's success. In many cases, if their personal needs and goals warrant such advice, students are encouraged to take particular courses rather than entire programs. For transfer programs the College would consider 10 percent an acceptable rate of completion.

5. What factors account for a goal achievement rate that is below the State average?

With the exception of 1980 the goal achievement rate has been considerably higher than the State average. In 1978, 88 percent of the graduates indicated that they achieved their goal, whereas the statewide average was 72 percent. Similarly, in 1982 goal achievement was 3 percent higher for the College than the State. There were, however, some students who were dissatisfied with the transfer preparation they had received. A principal cause of dissatisfaction was a loss of credits at the time of transfer. Transfer students are urged to complete their general education requirements and to obtain a solid foundation in the arts and sciences, but some fail to heed the advice of counselors and teaching faculty and exceed the allowable number of transferable credits in their field of specialization. When this happens, they are forced to repeat courses they had completed at the community college level.

6. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment in the program is healthy. Enrollment has risen steadily from 281 in 1980 to 322 in 1983. As for program quality, statements made by transfer students and faculty at major senior institutions suggest that it is excellent. All students who responded to the 1982 graduate follow-up survey were satisfied with the quality of classroom instruction.

7. What action(s) does the college plan to take to address the above issues?

During the past year the College has devoted considerable time and energy to transfer programs. A Transfer Committee was established by the Academic Council to review all transfer patterns to be included in the 1984-1986 catalog. This committee examined each transfer paradigm to make certain that it fulfilled the College's graduation requirements, that the courses were transferable to major local senior institutions, that the most appropriate courses were recommended, and that the number of suggested courses in the student's area of concentration was limited. Each department head or transfer coordinator was asked to provide documented evidence that the suggested pattern of study would be generally accepted at local four-year colleges. The committee will continue to monitor all transfer patterns to minimize the potential loss of credits in the transfer process.

In the Fall of 1984 all students who have been identified by the Office of Records and Registration as transfer students will be sent a letter describing the transfer process and encouraging them to schedule an appointment with a designated faculty member and/or a counselor from the Division of Human Development for academic advising and planning. The College also plans to revise the major forms given to students to include a list of all transfer patterns which students might follow.

In a separate effort, the Division of Business and Management will initiate several actions to attract students to the program and improve student retention:

a. Increased emphasis will be placed on recruiting high school students in the College's service area;
b. A system will be devised to ensure that students who enroll in Business Administration courses have all the necessary prerequisites.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

Efforts should be made to ensure that students are completing the educational/personal goals question on the admissions application, and that the data are accurately maintained on the College data base.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Essex Community College

PROGRAM TITLE: Travel and Tourism

PROGRAM HEGIS NUMBER: 5099-02 LEVEL OF AWARD: Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Number of Respondents 38

	Number	Percent
Employment:		
Full-time		
Directly Related	6	16%
Somewhat Related	1	2%
Not Related	12	32%
Part-time		
Directly Related	7	19%
Not Related	4	11%
Other responsibilities	4	11%
Unemployed	4	11%
	38	100%
Satisfaction with Employment Preparation:		
Number of Respondents	29	
Very satisfied or satisfied	22	76%
Satisfaction with Classroom Instruction:		
Number of Respondents	34	
Very satisfied or satisfied	33	97%
Personal Goals:		
Number of Responses	34	
Achieved goal or still enrolled	23	68%
Changed goals	11	32%
Salary Data:		
Median annual salary	$11,500	
Number reporting salary data	14	
Began job after college	12	

Value Judgment about Program:		
Number of responses	33	
Excellent, superior	24	73%
Satisfied	9	27%
Unsatisfied	0	0%

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

While the number of students who receive a Certificate is relatively small, the program satisfies a local community need. Many students fall into two categories: housewives in midlife who desire to enter the labor market and supplement family income with a modest salary, and individuals who are retired from other business-related occupations. These students attend part-time and initially take only those courses which will help them get a job in a travel agency. Once they are established in a position, some return to the College for further coursework.

From the College's perspective, enrollment in the program is healthy. From 1979 to 1983 the average number of students in the program was 61. The enrollment for Fall of 1983 was 65, an increase of ten students over Fall of 1982. The College anticipates an increase in enrollment in Travel and Tourism courses in the future and the admission of more full-time, male students to the program. This growth, in part, reflects changes occurring in the travel industry itself. With rising incomes, an expanded emphasis on leisure-time pursuits, and goverment deregulation of the airline industry, the travel business is experiencing a shortage of trained personnel. This trend is expected to continue. As a result, travel agencies are more willing than they have been in the past to pay higher starting salaries to qualified individuals. In addition, there is a growing demand for professionals who can assume mid-level management positions in retail travel agencies and other tourism organizations.

With respect to student satisfaction, a survey conducted by the College of entrants from 1980 to 1983 indicated that sixty-eight percent of the students had achieved their personal goals or were still enrolled in the program. Thirty-two percent, however, had changed their goals after entering the program. The major reasons cited for changing career paths were: 1) the discovery that Travel and Tourism was not a "glamorous" field; 2) the low beginning salary; and 3) the realization that most management positions require considerable travel industry experience. The realities of the employment situation are stressed in the introductory travel courses. Consequently, the overwhelming majority of students were satisfied with the employment preparation they received at Essex. Even those who decided to pursue other career goals had high praise for their classroom instructors and the program as a whole. The percentage of those satisfied with classroom instruction was 97 percent. When asked to provide a value judgment about the quality of the program, all respondents expressed satisfaction. Seventy-three percent thought the program was excellent.

3. What action(s) does the college plan to take to address the above issues?

In the Fall of 1983, the College surveyed former students in the program, current students and professionals in the travel field. It also consulted the program's advisory committee. As a result of recommendations made by the advisory committee and those who returned the surveys, several actions will be taken:

a. To provide students with advanced training in the use of automated airline reservations systems, the College will offer a new course in Advanced Computerized Reservations in the Spring of 1984;

b. To upgrade the skills of those already employed in the travel industry and to attract additional students to the program, the College will work closely with advisory committee members to develop short-term courses for external agencies;

c. To expand the range of employment opportunities for students enrolled in the program, the Program Coordinator will devise strategies to encourage travel agency owners and managers to accept student interns, list job openings with the College Placement Office, and provide release time and/or tuition reimbursement for staff development;

d. To respond to the growing need for personnel with management skills and a broad cultural and historical perspective, the College will continue to explore the advisability of offering a Travel and Tourism Associate in Arts degree program. Within the industry there is a trend to combine small agencies into large corporate-type organizations. These organizations will need men and women who have been trained for management careers.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) Only 16 percent of the graduates of this program find full-time employment in their field of training (compared to 53 percent for all occupational programs in the State). Nevertheless, enrollments are good, and students seem quite satisfied with the program and their achievement of personal and academic goals. Many find part-time employment in the field.

(2) The primary factor in evaluating a proposal for an AA in this field will be the availability of full-time jobs for graduates of the program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Essex Community College

PROGRAM TITLE: Health Services Management

PROGRAM HEGIS NUMBER: 5218-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The following data was obtained from graduate foll-up questionnaires for the years 1978-1982:

Number of Respondents 15

	Number	Percent
Employed full-time		
Job, directly related	2	13%
Job, somewhat related	8	54%
Job, not related	2	13%
Employed part-time	2	13%
Transferred, not employed	1	7%
Total	15	100%
Transferred, regardless of employment	3	20%
Achieved personal goal	14	93%
Satisfied with instruction	15	100%

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The Health Services Management Program is designed primarily for people currently employed in hospitals, nursing homes, and related facilities who desire to prepare themselves for advancement in the Health Services Management fields or who desire to broaden their knowledge in their professional lives. The program does not attract "traditional" college students. Almost all of the students are part-time students and attend evening classes. Enrollment has grown significantly since the curriculum was introduced in 1972, but inasmuch as the program appeals principally to a specific constituency, it is limited. It should be noted, however, that the program satisfies an important need in the community.

The program enjoys a fine reputation in the Baltimore metropolitan area. Former students include such diverse groups as employees of the Maryland Hospital Cost Review Commission, employees of Maryland Blue Cross/Blue Shield, veterinary administrative employees, as well as doctors, nurses, and others employed in clinical settings. Ninety-three percent of the graduates achieved their personal goal. One hundred percent were satisfied with classroom instruction.

3. What action(s) does the college plan to take to address the above issues?

The College does not anticipate any major changes in the curriculum at this time. Enrollment in the program is generated mainly from personal contacts between faculty teaching the courses and hospital training and personnal officers. The College does plan to expand its recruitment effort to include nursing home administrators and other professionals in the health care field.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

This program is unique among Maryland's community colleges. While it appears healthy, expanded marketing efforts to health care professionals makes good sense given its primarily in-service emphasis.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Essex Community College

PROGRAM TITLE: Criminal Justice

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining enrollment in this program?

Between 1977 and 1982 enrollment in the Criminal Justice program declined significantly. A number of interrelated factors contributed to this decline. When Law Enforcement Assistance Administration grants were not available, the stimulus for many in-service Criminal Justice personnel to matriculate was removed. This loss of federal aid was exacerbated by the virtual exhaustion of GI Bill payments, increased tuition, few scholarship opportunities, and the general state of the economy which resulted in high unemployment in our service area. Additionally, there has been little professional incentive for either pre-service or in-service personnel to pursue a degree or a certificate. As a general rule, completion of the Criminal Justice program will not increase an applicant's chances for entry-level employment, nor will it help one advance to a higher position or rank. A third contributing factor is the development of in-house training programs by local law enforcement agencies which parallel curricula at the College. These programs tend to focus on content included in the occupational courses. Moreover, only limited support exists in the criminal justice community for courses which impact upon law enforcement but which do not emphasize technical skills. This attitude discourages candidates for positions and uniformed police officers from investing the time, money and energy necessary to complete a certificate or a degree program.

2. At what level does the college expect the enrollment to stabilize?

It is difficult to forecast enrollment trends so specifically. Certainly, the state of the local economy, the responsiveness of criminal justice agencies to efforts by the College to meet the educational needs of the law enforcement community, and the availability of funds for tuition reimbursement will affect the size of the program. If economic conditions continue to improve, the College expects enrollment to stabilize at about 150 students per year.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

The major reason that pre-service students have not been placed is a surplus of candidates for a limited number of positions. Most law enforcement agencies have long lists of qualified applicants who have been waiting for over a year to receive an appointment. Past experience suggests this is a temporary condition. As unemployment declines and jobs become available in other sectors of the economy, criminal justice agencies will resume their more normal pattern of actively recruiting qualified candidates to fill vacancies.

In-service criminal justice students face a different but often equally frustrating employment situation. Many enroll in the program for the express purpose of advancing to positions for which specialized training and education are appropriate. Unfortunately, in many agencies a Certificate or an AA degree does not significantly improve an officer's chances of being promoted or transferred to a more desirable assignment. Frequently, other qualifications or factors weigh more heavily in the selection of administrative or supervisory personnel.

It should be noted that at the present time the College is receiving mixed messages from the criminal justice community. On the one hand, some administrators believe that uniformed officers should be well-educated; on the other hand, there are those who are of the opinion that candidates for police officer positions need only technical knowledge, that an AA degree does not contribute measurably to one's performance on the job. The College hopes that the on-going discussions among criminal justice personnel about police training will lead to a better-defined role for the community college in police education.

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

Police Officer
Detective
Trooper First Class
Commanding Officer Support Operations Division
Security Officer
Patrolman
Crime Analyst
Security Agent
Courier

5. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

Educational Goals	1978		1979		1980	
	No.	%	No.	%	No.	%
Courses only	99	22%	33	11%	19	8%
Certificate	42	9	24	8	13	5
Degree	198	44	73	23	37	15
Unknown/Blank	112	25	183	58	175	72
Total	451	100%	313	100%	244	100%

Personal Goals	1978		1979		1980	
	No.	%	No.	%	No.	%
Exploration of new career field	64	14%	30	10%	14	6%
Immediate job entry	75	17	27	9	35	14
Transfer	90	20	37	12	21	9
Update skills for current job	49	11	23	7	8	3
Personal interest	65	15	14	4	13	5
Other	11	1	2	1	2	1
Other/Unknown/Blank	97	22	180	58	151	63
Total	451	100%	313	100%	244	100%

Source: College admissions data for 1978-1980. The data indicates that more than fifty percent of the applicants in 1979 and 1980 did not answer the questions relating to educational goals or personal goals. This is an atypically high figure. There appears to be some error. Since the admissions forms themselves are not kept on file, there is no way to investigate the source of the error.

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee?

The College has received feedback on the quality of the program and future directions it should take from several sources. Most of the part-time faculty teaching in the program are practitioners in the Criminal Justice field. These individuals have kept the Program Coordinator and the full-time faculty informed about their agencies' needs, law enforcement trends, and emerging criminal justice issues.

In recent years the program advisory committee has met only informally with members of the administration and the teaching faculty. This Fall, however, steps were taken to establish a more active program advisory committee with broad representation from every segment of the law enforcement community. The committee met in November. It made a number of excellent suggestions for improving the program. These include:

a) The introduction of computer science courses into the program;
b) The inclusion of more sociology, psychology, and political science courses in the curriculum;
c) The expansion of course offerings to attract law enforcement officers who have been working in the field;
d) Exploration of the feasibility of offering a security option to the program;
e) The development of short-term courses tailored to meet the needs of supervisors and those who desire to advance through the ranks.

7. What factors account for a satisfaction with employment preparation that is below the State average?

The overwhelming majority of graduates have been satisfied with the employment preparation they received at Essex. In 1980 when students indicated less satisfaction with employment preparation, only twenty-four percent of those who responded to the graduate follow-up questionnaire were able to secure full-time law enforcement positions. It would appear, then, that the lack of job prospects was the principal reason for the decline in satisfaction with employment preparation. In 1978 when fifty-three percent of the respondents obtained full-time employment related to their program of study, satisfaction with employment preparation was very high. Similarly, in 1982 a high degree of satisfaction with employment preparation was expressed. That year there were fewer graduates competing for a relatively low number of positions. As a result, thirty-nine percent were successful in finding jobs in criminal justice settings.

8. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, inservice versus preservice training, and college versus police academy training.

In keeping with the College's mission, the Criminal Justice program will continue to be as comprehensive as possible and meet the needs of the various student populations it serves. In the 1984-1986 catalog both the occupational curriculum and a suggested transfer pattern will be included. Likewise, future curriculum development will address the needs of both field service practitioners and candidates for law enforcement positions. The content, length, and types of courses offered may differ to accommodate the particular audience, but the institution's philosophic commitment to provide a relevant educational experience will underlie any program revisions or changes.

The issue of college versus policy academy training is one that the College is wrestling with. Concerted efforts are being made to build stronger alliances between the academic community and local law enforcement agencies. More cooperative planning would eliminate the unnecessary duplication of courses, ensure that the program reflects changes occurring in the field of law enforcement, and reduce the cost of police training. Working closely with the program's advisory committee, the College hopes to create the kind of atmosphere that will foster an exchange of ideas and resources.

9. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

See Question #6.

10. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment steadily declined from 1977 to 1982, but it has begun to stabilize. In fact, this year the number of students enrolled in the program increased about five percent. No major changes are anticipated over the next several years; however, the program should not experience the dramatic fluctuations in enrollment which characterized the 1970's.

Even in times of fiscal restraint when there was keen competition for few positions and widespread disillusionment about job prospects, graduates of the program had extremely high praise for the quality of classroom instruction. In 1978 all respondents to the graduate follow-up survey expressed satisfaction with the performance of faculty members. In 1980 the percentage of those satisfied was ninety-seven percent, and in 1982 once again all responded affirmatively. Additionally, students who transferred to four-year colleges reported an above average success rate. Student evaluations corroborate the testimony of those who have gone on to pursue a baccalaureate degree or to enter the job market.

11. What action(s) does the college plan to take to address the above issues?

The College has already initiated steps to make the Criminal Justice program more responsive to the needs of the entire law enforcement community. These include the formation of a new program advisory committee which will convene regularly to review the curriculum's content, objectives and goals. The College has also granted a sabbatical to the Program Coordinator to study enrollment patterns and trends in criminal justice programs throughout the United States. His findings should help both faculty and administration plan for the future deployment of existing resources.

As part of its recruitment effort, the faculty will consider the expansion of course offerings to include topics suggested by the advisory committee. It will look at various program options, investigate ways to promote better working relationships with law enforcement administrators responsible for police education, and devise strategies for the development and marketing of short-term courses for in-service personnel. It will continue to articulate with those senior institutions to which our Criminal Justice students transfer.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Frederick Community College

PROGRAM TITLE: Arts and Sciences Transfer

PROGRAM HEGIS NUMBER: 4910-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   Frederick Community College is a relatively small college. This leads to a small number of responses on follow-up surveys. Most important in the 1982 graduate survey is that the transfer percentage was not significantly different from the State average.

   The College is preparing for a Spring follow-up survey, and we hope this will satisfy the SBCC requests. In addition, questions 2 through 4 below further explain the difficulty of soliciting responses concerning the Arts and Science transfer program from our student population.

2. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

   FCC introduced a General Studies program in the mid-seventies which was designed to give the student greater flexibility in programming than many of the discipline-oriented Arts and Science transfer options. This has led to a large change in the number of students receiving Arts and Science AAs, i.e., 45 in 1977 to 8 in 1982, whereas the General Studies (GS) program went from 0 in 1977 to 63 in 1982.

   The student, upon first entering FCC, checks an area of interest which then becomes his or her program major; Arts and Science is thus coded on the original intake forms but as graduation approaches, our advising system often heads the student towards General Studies which allows for the greatest flexibility in transfer to a multitude of four-year institutions. Our resulting enrollment-to-awards ratio, then, is higher than the State average for two reasons: (1) advising students into the General Studies curriculum; and (2) the lag time in entering the appropriate HEGIS code into the system. The proof of this is to look at information for both Arts and Science and General Studies together. The FCC awards ratio for General Studies is more than twice the State ratio average whereas the Arts and Science transfer State ratio average is more than twice the FCC ratio. The two programs taken together put FCC right in line with State awards ratio averages.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The FCC Arts and Science program has satisfactory enrollment and quality. The program is a part of an overall system geared to helping the student transfer with a minimum degree of difficulty. Data displayed below provided by the SBCC Data Monitoring System show FCC performs equal or better to the State averages. We feel this is a credit to our integrated curriculum system.

	1980		1982	
Transferred	College	State	College	State
Arts/Science	67%	63%	57%	56%
General Studies	72%	53%	71%	56%
Lost less than 7 Credits				
Arts/Science	100%	77%	100%	78%
General Studies	72%	76%	79%	76%

These numbers exemplify our ability to advise students into a more flexible situation with minimum loss of credits. In conclusion, it is our opinion that our Arts and Science program and overall curriculum and advising system are excellent.

4. What action(s) does the college plan to take to address the above issues?

The actions which the College will take are:

a. A review of the methods used to identify students' interest areas on original intake forms with an eye towards ways to identify General Studies students at this stage.

b. A review of the methods used to identify program majors and proper HEGIS codes for returning students.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should submit follow-up information on at least 15 students as soon as possible, but no later than June 1, 1984.

(2) The College should consider offering liberal arts and physical/life science options to its Arts and Sciences program, in addition to the discipline-specific options currently shown in the catalog (e.g., drama, english, media communication, etc.) This would provide ease of transfer for students with definite plans to earn the bachelor of arts or bachelor of science degree, but more curriculum structure than the current General Studies program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Frederick Community College

PROGRAM TITLE: Business Management

PROGRAM HEGIS NUMBER: 5001-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   We would like to postpone responding to question one until we receive the results of a questionnaire that will be sent to all 1980 entrants into the Business Management program. This survey is planned for the Spring of 1984. We feel this would provide more meaningful material than soliciting responses from only fifteen entrants at this time.

2. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

   There are a number of factors that account for a low number of awards to entrants:

   a. The information provided as to enrollees is based on documents completed by students upon initial enrollment at the College. At this point the student has not spoken to a counselor or an advisor.

   b. Upon meeting with a counselor or an advisor, many students are encouraged to switch programs. This is especially so if the student plans to transfer.

   c. In many other cases the students decide to switch on their own based on other interests.

   The point here is that there really are not as many entrants in the Business Management program as the figures initially suggest.

   Another reason for so few graduates may result from our having added Managerial Cost Accounting and Principles of Finance to the program. Students have found these two courses most difficult and this has caused some students to switch to our Business Administration program which does not require these two courses.

In addition, by switching to the Business Administration program the student is more at liberty to select courses of interest and yet work toward an AA degree. The Business Management program is more tightly structured.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The Business Management program provides training that should enable the student to seek immediate employment.

In the concern being expressed about the number of students failing to complete the program, consideration must be given to the number of people who only want part of the program -- that is, students who complete perhaps one-third or two-thirds of the required course work, find employment, and are satisfied. In addition, many students enroll in this program and then transfer before full completion.

Although we will take a very concerned look at this program, we feel that it is a healthy, necessary program offering.

4. What action(s) does the college plan to take to address the above issues?

The College does plan to address the issues raised by reviewing the program. The study alluded to in response to question 1 above should furnish us additional information on the current program. If those results appear negative in any way, consideration will be given to modifying the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should submit follow-up information on at least 15 students as soon as possible, but no later than June 1, 1984.

(2) The College should take steps to ensure that program enrollment data are reasonably accurate. College documents should be clear and available so that students can make an intelligent selection of major at the time of admission (see #2 above).

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Garrett Community College

PROGRAM TITLE: Secretarial Studies

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining enrollment in this program?

   Enrollments appear to have dropped during the 1981-82 period, but by the same rate as the overall college "dip" in that period. Looking at the more recent enrollments, we have experienced some turnaround in the entire secretarial program. In the certificate program we have always maintained a lower number of students. This is due to the desirability of a two-year degree.

2. At what level does the college expect the enrollment to stabilize?

   The present level. An increase of one or decrease of one will appear to be a significant percentage change, but we will always have a limited number in the certificate program.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   We do not have 15 students to survey for this request.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

   Value judgements regarding quality of the program would include a strong conviction that we have an excellent program and satisfactory enrollment based on our market and resources. A student in the certificate program of Secretarial Studies receives an excellent foundation of skills. Most students realize that the two-year degree is much more valuable and needed for employment. Our only limitation in quality is the lack of word processing equipment to support this new technology. With the resources we have, a quality program is available and we do not need to apologize for or defend the program. We are providing the best program possible with the resources and facilities available.

5. What action(s) does the college plan to take to address the above issues?

Enrollment has grown in the Fall '83 semester because of actions already taken and because of renewed interest in the secretarial field. The certificate program has maintained the same level of enrollment as the past. We do encourage students to work toward the AA degree program rather than the certificate program because of the employment advantages. This will always remain a small program in a small division of a small college due to limited resources and facilities.

Our marketing programs to interest students in Secretarial Science are adequate. We have an on-going relationship with local schools. We could probably improve our contacts with business in the community, but we are somewhat limited in human resources to accomplish that mission.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

One hundred and ten students have enrolled in this program in the past 5 years (1978 through 1982). The College is requested to seek information from at least 15 of these students on their current employment status and related issues as shown on the PDM student follow-up display. The results should be submitted to SBCC no later than June 1, 1984.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Garrett Community College

PROGRAM TITLE: Maintenance Technology

PROGRAM HEGIS NUMBER: 5312-02 LEVEL OF AWARD: AA/Certificate

1. What factors account for the low enrollment in this program?

Loss of enrollment in this program has been influenced in part by a general trend among our students to be less interested in being committed to and pursuing a very specific degree program. This trend could be attributed to our general economic and unsettled times; however, it should be noted that enrollments in MT courses and the number of courses being offered in the MT area are both increasing.

2. If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?

Comparison of program proposal estimated enrollment with actual enrollments for the program:

Estimated Enrollment:	1977	1978	1979	1980
Full-time	15	25	35	50
Part-time	44	75	90	15

Actual Enrollment:	1977	1978	1979	1980	1981	1982	1983
Full-time	14	6	9	6	8	7	9
Part-time	21	10	6	16	4	6	5

The manpower needs and training needs for maintenance personnel just did not materialize to the extent that was originally projected. Various sources within the industry and the community have indicated a lack of promotion and economic incentives for trained personnel as well as the poor overall industrial economic health of this region as possible reasons for this shortfall.

3. What is the minimum number of students needed to offer a successful program?

To maintain and meet the supply, repair, and salary needs of this program in the future will demand more FTE generation than is now being produced. Hopefully, through continued communication with the manufacturing, processing, sales and service industries about their training needs, an increasing student enrollment will be forthcoming.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Of the eight graduates prior to 1981, seven responded giving a 87.5% response rate. This is better than the 63% response rate statewide.

Data from entrants that have not graduated were not included due to the incompleteness of the information they were able to present in a PDM student follow-up survey.

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

To continue to offer the present program will require about 15 FTE per year. To generate this number of FTE will demand just a small increase in student enrollment over what is presently being served. Hopefully, through continued positive efforts with local industries, an increase in enrollments will occur and the desired level of FTE generated.

Quality has been assessed in the following ways:

a. Feedback from employers who have hired MT graduates has provided verbal praise for the quality of graduates being produced.
b. The types of equipment and hands-on experiences being provided offer a valuable opportunity for students to apply topics outlined in classroom course work to real life situations.
c. Instruction for the MT program is enhanced by part-time instructors with both teaching experience and actual job-related experiences. This has provided the student an opportunity to interact with individuals who are directly involved in industrial maintenance activities.

6. What action(s) does the college plan to take to address the above issues?

Hopefully, through continuing efforts to make course offerings more accessible and appealing to maintenance oriented students, improvements can help in attracting people into this program.

As the program grows and there are more graduates to survey, hopefully more responses will be forthcoming.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should submit follow-up information on at least 15 students as soon as possible, but no later than June 1, 1984.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Electrical Engineering Technology

PROGRAM HEGIS NUMBER: 5311-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Number of Respondents:	15
Graduates	4
Entrants	11
Employed:	
Full-time	12
Part-time	2
Unemployed	1
Type of Job:	
Full-time, Directly Related	12
Part-time, Directly Related	2
Unemployed	1
Satisfaction with community college preparation for employment:	
Extremely Satisfied	6
Satisfied	8
Unsatisfied	1

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The electrical engineering technology program is reflecting the largest percentage increase in enrollment of any program at HJC. The addition over the last three years of "state of the art" electronic equipment and the success of the placements as reflected in the SBCC and College follow-up studies have resulted in unanticipated enrollment growth. Interaction with the advisory committee to the program in the Spring and early Fall suggests that this growth will continue for the foreseeable future. Electronic applications in the College's service area are growing and the program is perceived as a viable source to meet growth needs. The advisory committee seems very satisfied with program content and quality.

3. What action(s) does the college plan to take to address the above issues?

To insure continued growth in enrollment and quality, the College has initiated, under DVTE funding, an articulation agreement with the local board of education. Students from the local electronics programs will be able to make the transition from secondary to postsecondary education with minimal inconvenience. This agreement will make available another source of new enrollees. Also, it will insure continued monitoring of program content so that it remains "state of the art."

SBCC STAFF RECOMMENDATIONS/COMMENTS:

SBCC supports the articulation agreement with the local school board, and encourages wider use of the practice throughout the State.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Mechanical Technology

PROGRAM HEGIS NUMBER: 5315-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Number of Respondents	19
Graduates	11
Entrants	8
Employed:	
Full-time	12
Part-time	3
Unemployed	4
Type of Job:	
Full-Time, Directly Related	5
Part-time, Directly Related	1
Unemployed	4
Full-time, Not Related	1
Part-time, Not Related	1
Full-time, Somewhat Related	6
Part-time, Somewhat Related	1
Satisfaction with community college preparation for employment:	
Extremely satisfied	7
Satisfied	11
Unsatisfied	1

2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

Following the PDM evaluation of this program in 1979, three tasks were undertaken. First, a market analysis was completed using advisory committee personnel to determine whether program content was relevant to the job market. Results indicated that curriculum modification was necessary. Second, faculty members in the program and the division chairperson undertook a comprehensive curriculum revision which included adding new courses in computer-assisted design and a design problems seminar. Finally, the College established a microcomputer lab so that computer-assisted design and computer-assisted manufacturing simulation could be implemented within the program. As a result, the program is perceived as "state of the art" for mechanical engineering technology within the College's service area.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

A careful review of the student responses on the follow-up study done by SBCC and the one recently completed by the College suggests that enrollment in the program is stable. Indications are that it will increase at a rate commensurate with that of the rest of the College. As mentioned above, the quality of the program is perceived as "state of the art" within the College's service area. This perception was reinforced at the regular Fall meeting of the program advisory committee. At present we are very satisfied with the progress being made by the mechanical engineering technology program cluster.

4. What action(s) does the college plan to take to address the above issues?

Future activities which will continue to improve the quality of the program include addition of a computer-assisted manufacturing simulation as soon as software becomes available for the MET microcomputer lab. Advisory committee members consider this action to be the next logical growth step for the program. Also, the College has contracted for the use of an industry-based computer-assisted design system with a local firm. The course will be offered at the industry location. Students will be drawn from the host industry and other local employers. This course will be in intermediate level application of CAD. It will permit the College to make available a sophisticated, high technology application without incurring a prohibitive cost.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The SBCC applauds college-industry partnerships in high tech training efforts (see Item #4). The College gets use of state-of-the-art equipment which it otherwise could not afford; industry gets affordable and timely training for its employees.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Police Services

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

1. What factors account for a goal achievement rate that is below the State average?

   A goal achievement rate that is below the State average is a reflection of the transition which has affected the College's police services program. In its early history, the program served adults who were full-time police personnel using the program as in-service upgrading. This cadre has met their educational needs. The new clientele for the program are pre-service students. The College is in the process of modifying the program so that their expectations are more in line with reality. In effect, pre-service students must wait for a period of time before they will reach the age necessary to enter police work. Efforts are being expended to arrange police-related experiences including cadet opportunities, security work, and education beyond the associate degree to prepare these pre-service students for eventual work as police personnel. It is assumed that the next evaluation cycle should show increased goal achievement satisfaction on the part of the pre-service clientele.

2. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, in-service versus pre-service training, and college versus police academy training.

   For the past two years the College has been conducting planning activities including advisory committee personnel to determine the role which the criminal justice program should play in the future of the College. Three elements of significance have emerged from this assessment. First, continuing professional development opportunities for police and corrections personnel of both a credit and non-credit nature are considered to be essential by College staff and advisory committee members. Second, the College has an articulated on-site baccalaureate opportunity for graduates of our program. While these pre-service students are obtaining experience in police-related employment (see response 1 above), they are able to obtain advanced education which improves the likelihood of obtaining employment as police personnel. Third, the College is working with local business and industry to implement security training opportunities, both credit and non-credit, which will broaden the employment market for students enrolled in the criminal justice program.

Washington County is the location of the Western Maryland Police Training Academy. College staff serve as advisors to and instructors in the Academy. Some credit is awarded for graduation from the Academy, as our participation in the Academy is a recruitment strategy to insure continued viability of the criminal justice program.

3. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The program advisory committee meets no less than three times a year. In the past two years the committee has met more regularly as a part of a program assessment strategy. As a result of deliberations with the advisory committee, an integrated criminal justice curriculum has been developed which insures maximum access to both police and corrections related learning experiences. Also, the committee has been expanded to include security personnel. These individuals have been instrumental in adding the security focus to the College's criminal justice program. Finally, the advisory committee continues to function as a source of both student recruitment and placement for the program. Overall the relationship between this advisory committee and the College staff could serve as a model for the ideal interaction between community and College in serving area needs.

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

Since the PDM evaluation in 1978, a significant number of changes have occurred in the criminal justice program. The curriculum has been completely rewritten, the advisory committee redesigned and expanded, and an articulated residential baccalaureate program established. The evaluation model which emanated from the 1978 review has been maintained as an on-going formative review process for the program. As a result, the College's criminal justice program is extremely responsive to the changing employment market found in the College's service area.

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The quality of the College's criminal justice program is superior. In a time when programs of this type are losing enrollment nationally, this program is experiencing a steady rate of increase. Advisory committee evaluations indicate that the quality of course offerings and instruction is excellent. Placement results for program graduates, both in police-related work as well as transfer into baccalaureate-level criminal justice education, are far above average for a program of this type. Therefore, the College is quite satisifed that the program is making a significant contribution in the local service area.

6. What action(s) does the college plan to take to address the above issues?

The College will continue its formative assessment strategy using local police, corrections, and security personnel as well as College staff. This strategy should assure continued relevance of the program to the needs of the College's service area.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) Police Services (5505-01) and Correctional Services (5505-02), as currently shown in the College catalog, are exactly the same program. They should be combined into one program (Criminal Justice) with all enrollments reported under HEGIS 5505-01.

(2) The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Harford Community College

PROGRAM TITLE: Retail Management

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: AA/Certificate

Harford Community College has had a Retail Management Program since 1977. Until August 1981, the College depended primarily upon part-time faculty for instructional leadership. The Program evolved as a result of increased retailing establishments in the Route 40 corridor and the Bel Air Malls.

The clientele served by the Retail Management Program until recently were typically high school graduates willing to take initial employment placement in local retail establishments. The Program is preparing generalists in Retailing, however, some graduates have used the Program to transfer to four-year institutions (and have been quite successful). During the last two years the Retail Management Program has experienced growth (in the face of declining high school graduates) primarily due to an increase in enrollments by adult women (day students).

Following receipt of the flags (Program Evaluation Request), a committee made up of an Assistant Professor of Retail Management; Professor of Business Administration; Associate Professor of Business Studies; Instructor of Business Administration, Retail Management Advisory Committee; and Associate Dean for Career Studies, was convened. At the initial meeting, strategies were developed to review the available quantitative data, identify new information resources, and develop a telephone survey instrument.

Twenty-four graduates/majors were contacted during the week of September 18, by telephone. Further data were collected by the Coordinator for Institutional Research.

The Committee reconvened the week of October 3rd and reviewed a final draft before forwarding the report to the Dean. The report includes responses to the four questions posed by SBCC, a review of current program conditions, and a time line of proposed activities.

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The following information was generated by a telephone survey the week of September 18, 1983 (N=24):

Employed full-time	15
Directly related	9
Somewhat related	4
Not related	2
Salary	$12,000
Began new job after college	1
Began during college	8
Began through co-op	7
Satisifed with employment prep	17
Transferred regardless of employment	2
Achieved personal goal	3
Satisfied with instructor in program	17
Employed part-time	6
Directly related	2
Somewhat related	2
Not related	2
Transferred not employed	1
Achieved personal goal	0
Satisfied with instructor in program	2

Themes developed beyond the survey instrument questions were:

a. Part-time faculty teaching in the Retail Management Program were seen as quite competent and particularly adept at bringing real world examples to class along with a high level of enthusiasm for the retailing field.
b. The several students who indicated that they transferred with the Retail Management degree all stated that they did not lose credits (Towson, University of Baltimore). The students knew when enrolling that the Retail Management program was designed as a career program rather than a transfer program.

c. Several students requested a more current information base (transfer, advising, employment) than what we are presently able to provide. Contact with the faculty advisor is not currently a required activity before registration.
d. Harford Community College should increase information on skills/compentence of graduates disseminated to employers. (More about this under questions 3 and 4).
e. The positive level of graduate response to the program was consistent throughout all the calls. Students were particularly complimentary of faculty, the curriculum and co-op, and their Harford Community College experiences.

2. What factors account for a discipline cost per credit hour that is rising much faster than the discipline cost per credit hour statewide?

The following factors contribute to the 88% increase in costs:

a. A permanent half-time faculty member was added to the faculty in August, 1981.
b. A full-time Business Administration faculty member was inappropriately charged to Retail Management.
c. The Office of Institutional Research has indicated that there appears to be a number of coding errors that may have resulted in increased program expenses in Retail Management.

Costs, we believe, are presently well controlled, however, recruiting efforts as well as outreach courses (shopping malls) may drive this cost slightly higher next year. We believe the investment will mean increased Retail Management majors.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment

The following value judgements are made regarding the Retail Management Program in response to the third question posed by SBCC:

1982 FT & PT	1983 FT & PT
38 majors	42 majors
19 FTE	21 FTE

Enrollment is not expected to increase more than 5% over the next three years. If we improve our tracking of transfer students, a greater increase could be anticipated.

Quality

Upon review of faculty evaluations (FT and PT) generated by Retail Management students, available data including Advisory Committee comments, and of end-of-semester, end-of-year faculty summaries and classroom observations, it is our contention that the Retail Management Program is of a very high quality. If any changes are made, they will be made to communicate the high quality of graduates to prospective employers. As was discussed earlier, all responses by former students during the telephone interviews further supported the view that the Retail Management program and instructors are of a very high quality.

4. What action(s) does the college plan to take to address the above issues?

We will continue to:

a. Do a yearly evaluation of the program reviewing costs and competencies of graduates and graduate placements (Summer '84).
b. Do outreach experiences (courses, etc.) at various retailing centers in an attempt to increase the number of Retailing majors (Spring '84).
c. Review curriculum with an eye to serving both populations (career and transfer) (Fall '83).
d. Continue to review co-op and our relationships with retailing establishments in the greater Harford County area. Employer support for the co-op component of the Retail Management program has been excellent (Fall '83).
e. See increased activity in the merchandising/retailing community and look forward to experiencing growth in our Retail Management program as a result of this increased activity (Summer '84).

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College is encouraged to expand outreach (including coop) efforts as this is a key element of successful retailing programs throughout the State.

(2) The exact nature of the "coding errors" referred to in question #2 should be identified and remedied before the FY '84 discipline cost analysis report is submitted.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Harford Community College

PROGRAM TITLE: Automotive Technology

PROGRAM HEGIS NUMBER: 5306-01 LEVEL OF AWARD: AA/Certificate

Harford Community College has had an Automotive Technology Program since 1969. Since then certificates have been added in Front-End Alignment, Brake Systems, Automotive Transmission, Automotive Tune-up, and Auto Body. In 1982, the number of credits in the Certificates were reduced by eliminating all non-automotive courses thus providing Certificates in the twelve to eighteen credit range.

In the Automotive Tech curriculum, a major program revision was completed in the Fall of 1982. Individual courses were updated with regards to current technical information, the electronics knowledge so necessary when working on the new model cars was included, and the College decided to present Automotive courses on an eight-week cycle instead of a sixteen-week cycle. One expectation of the eight-week cycle was that more students would complete Certificates and, on a longer term basis, more students would complete degrees (rationale--students complete auto related courses, seek employment, complete AA degree part-time in the evenings).

Currently completion of 66-67 credits is required for an AA degree in Automotive Technology. The College has 86 Automotive majors, a full-time faculty member, two part-time faculty members, and a three-quarter time Instructional Assistant. Full-time students are now fewer in number and are represented by recent high school graduates taking late afternoon classes.

Following receipt of the Program Evaluation Request, the Committee made up of an Associate Professor, Automotive Technology; Instructional Assistant; Advisory Committee members; part-time faculty; and Associate Dean for Career Studies, met to discuss available information, seek current data, and develop a telephone survey instrument.

During the week of September 19-24, thirty completers/students were contacted by phone. Generally comments were very positive with some excellent suggestions for minor changes in the Automotive Program.

During the week of October 3-7, the Committee along with the Automotive Program Advisory Committee was reconvened to review all data collected. Recommendations of the Advisory Committee appear in the report presented to the Dean of the College. A time frame of activities to be completed are included with the final report submitted.

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

The table shown below is a summary of the calls made to graduates/students during the week of September 19-24 (N=30).

Employed full-time	25
Directly related	20
Somewhat related	3
Not related	2
Salary	14-33K
Began new job after college	15
Satisfied with employment preparation	18
Employed part-time	1
Transferred, not employed	0
Seeking work, not employed	1
Military, home responsibility other	0
Transferred regardless of employment	0
Achieved personal goal	1
Satisfied with structor in program	1

Graduates/students were quite pleased with their instruction, physical facilities, and made minor recommendations which appear in the time line of activities to be completed.

When trying to contact graduates/students several pieces of information became obvious:

a. Military personnel (APG) are impossible to follow-up given transfers.
b. Some students saw themselves as completers after having completed only one or two classes or courses. They were often employed in areas peripheral to Automotives.

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment (FTEs)

1980	1981	1982	Fall '83
31.7	34.0	37.4	16.4

a. A headcount of students enrolled in the Automotive Program is approximately the same as last year except that they are taking fewer classes.
b. While many would suggest there is a definite upturn in the economy, few employers serving on the Advisory Committee indicated they would be doing new hiring in the near future.
c. The College currently have no participants in Apprenticeship and is very interested in changing this trend.

Program quality

Having reviewed summaries of full-time and part-time faculty in the automotive area, having interviewed 30 graduates of the Certificate and Degree programs since 1980, and having briefly looked at quantitative indexes of sister institutions, we feel strongly that instruction, lab setting, and support materials are of a high quality. Small reductions in numbers during this academic year are probably the result of:

a. economic conditions during the last two years at dealerships and other automotive settings,
b. the program changes made during the last academic year as well as a developmental testing program, and
c. limited number of people passing electronics.

3. What action(s) does the college plan to take to address the above issues?

The following activities will be or have been started:

a. Revitalization of the Apprenticeship Program (Fall '83).
b. Review for possible random lab of the Auto Body area (Spring '84).
c. Articulation with the Vocational Technical High School - began last year ('83-'84).
d. Media presentation, possible Auto Tech sponsorship of Cable information (Spring '84).
e. Broader dissemination of Program information (Spring '84).
f. Review of current students (questionnaire) to identify goals so as to minimize drop out/stop out students. (Began 1983)
g. Market Certificates, particularly to those eager to enter the work world (Fall '84).

h. Initiate discussions with Co-op to: enhance possible NADA sites; and assist students in funding their College expenses in the hopes they will be completers (Began Fall '83).
i. Program review by Curriculum Advisory Committee (Fall '83).
j. Use the Career Infusion model early on in the program to allow people to see the role of increased education in the Automotives field (including emphasis on electronics information needed by mechanics)(Spring '84).

The action plan if followed will facilitate small increases in students over the next several years. Of particular value will be revitalizing the apprenticeship opportunities and completing an articulation agreement with the public schools. We believe that the curriculum is current, emphasizes employable skills, and can be offered at enough different times to grow. We are guardedly encouraged by the strong participation of the Advisory Committee and student responses to the revised curriculum.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College is encouraged to continue efforts to revitalize the apprenticeship program and to finalize an articulation agreement with the voc-tech high school.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Harford Community College

PROGRAM TITLE: Criminal Justice

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

The following procedures were used to respond to the SBCC program evaluation request:

a. An ad hoc committee was formed consisting of the Associate Dean of the Human Development Division; the Director of Institutional Research; chairperson of the Criminal Justice Advisory Board; Program Coordinator of Harford's Criminal Justice Program; and a student majoring in Criminal Justice at Harford Community College.

b. A series of meetings of the review committee was held to consider the responses to the questions presented by the State Board for Community Colleges.

c. As a result of the discussions, the following questions were added by the committee for further exploration:

1. Why has there been a decline in the number of students enrolled in the certificate programs and what is the future of Harford's certificate programs in Law Enforcement and Criminal Justice?

2. What are the reasons for three of the thirteen 1982 graduates indicating that they have not achieved the goals they had when entering the program?

d. All research efforts involving quantitative information were coordinated with Harford Community College's Office of Institutional Research to assure accuracy and comprehensiveness.

e. A draft copy of the report was reviewed by Harford Community College Criminal Justice Advisory Committee and suggestions were incorporated into the report.

1. <u>What factors account for the declining enrollment in this program?</u>

The committee reviewed the enrollment data that cover the years 1975-83.

A review of the enrollment data confirmed a decline in enrollments beginning 1979 through 1982. It appears that the decline has leveled off, however, and enrollments have stabilized. The specific reasons given for the decline are as follows:

a. Discontinuation of the Law Enforcement Education Program (LEEP):

Law Enforcement Education Program funds provided resources for practitioners and for other people planning careers in the law enforcement field to take courses and programs in Criminal Justice. LEEP was discontinued July 31, 1981 and since that time there has been a noticeable decline in the number of students registering for courses and programs in Harford Community College's Criminal Justice curriculum.

b. Economic Conditions:

There has been a decline in education incentives offered by Law Enforcement Agencies, nationally and locally. A decline in the number of the job opportunities in the Criminal Justice field and fewer discretionary dollars available to people for purposes of educational development have impaired enrollments in Criminal Justice and related courses.

c. Saturation of Available Markets:

The available pool of practitioners has declined in terms of courses and programs needed for maintenance in their present positions.

d. Educational Level of New Entrants Into Criminal Justice Fields:

Persons who are now entering the field of Criminal Justice are more likely to have already completed Associate of Arts degrees and/or Bachelor degrees. Here again, this reflects the impact of economic conditions on the Criminal Justice program.

e. Job Market:

Job opportunities are limited which diminishes the demand by potential students for Criminal Justice courses and programs.

2. At what level does the college expect the enrollment to stabilize?

This question was considered at length and the committee concluded:

a. The student population in the Criminal Justice program tends to be older than the typical Harford student. Over half of Harford Community College's students are under 26 years of age while less than one-third of the Criminal Justice majors are 26 years of age or under. The total number of Criminal Justice majors will, therefore, be less adversely affected by the expected decline in the Harford County age group of 17-25 and, conversely, the total number of Criminal Justice majors will be positively affected by the expected rise in older county age groups.

b. Enrollment data indicate that enrollments have stabilized in FY 82-83. It would appear that a precipitious drop is unlikely.

c. The quality of the Criminal Justice program has been noticeably enhanced since 1981 and consequently is more attractive to prospective students.

d. Although jobs are limited, competent people should find opportunities. Additionally, job opportunities are expected to increase in the private sector (Maryland Career Information System, Essex Community College, Essex, Maryland, 1983). These factors should sustain Harford's program at its present level.

Based on this information, the committee concludes that the enrollment in the program will be stable for the next four to five years.

3. If the original program proposal estimated enrollment, how do the projection(s) compare with the actual enrollment? If there are substantial differences, what factors account for them?

The original proposal projections were as follows:

Enrollments	1976 First	1977 Second	1978 Third	1979 Fourth	1980 Fifth
Full-time	15	20	30	30	35
Part-time	50	55	65	70	75
FTE's	32	38	52	53	60

During the first, second, and third years, the actual enrollments were very close to the estimated enrollment.

	1976 First	1977 Second	1978 Third	1979 Fourth	1980 Fifth
Full-time	34	45	46	41	45
Part-time	57	88	85	87	83
Full-time Equivalents	53	74	74	70	73

In the fourth year, however, a deviation from estimated enrollment appeared. The Committee believes that a reason for this deviation is directly related to many of the factors described in the answer to the first question, i.e., economic conditions have limited discretionary dollars; the discontinuation of the LEEP program; the higher educational levels of persons interested in the Criminal Justice fields; and finally, the number of job openings did not meet projections in the third, fourth, and fifth years.

4. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, inservice versus preservice training, and college versus police academy training.

The role of the Law Enforcement/Criminal Justice program at Harford Community College should be one that develops both inservice and preservice students to work as professionals in the criminal justice system. It is the opinion of Harford Community College that the best way to accomplish this task is to provide a sound liberal arts education with a strong social science foundation. This foundation can then be combined with either training from the police academies of the state and/or further higher education from the baccalaureate institutions. The basis for this rationale was developed through study of the literature concerning the role of higher education in criminal justice. There is considerable support of this position. For example, the American Bar Association in its publication, "Standards for the Urban Police Function," recommends that:

> "College graduates should be encouraged to apply for employment with police agencies. Individuals aspiring to careers in police agencies and those currently employed as police officers should be encouraged to advance their education at the college level."

According to Dr. Larry Hoover, in his monograph, "Police Education Characteristics and Curricula," published by the U.S. Department of Justice in 1975:

> "Our only assurance that the administration of justice is truly democratic from its initiation to conclusion is that the value systems of those who administer it are indeed democratic. The most effective means ever found to assure the inculcation of such a value system is liberal education. Those roles for which criminal justice education programming is designed to provide preparation, i.e., police officer, court officer, correctional officer, probation and parole officer, are not merely technical functions requiring knowledge of certain procedures and regulations. Rather, these roles are positions imbued with great responsibility and require insight and understanding of social sciences. A liberal arts education based in the social sciences will best provide the kind of critical thinking which these roles demand." (emphasis added)

The distinction between the function of the police academies of the state and local law enforcement agencies and institutions of higher education should be clear. Police academies basically provide training (the practical application of theory) whereas the colleges and universities provide education in a broader sense to include theory and the examination of attitudes, values, and beliefs of both the individual student and the society in general. Harford Community College's program of Criminal Justice education is designed to prepare professionals who will exercise a great amount of discretion in a complex social and political environment. Education in this sense implies the development of an understanding and appreciation of theory relating to the control of criminal behavior. For example, a police officer who understands the social and psychological causes of criminal behavior probably will be more effective in responding to social disturbances. Similarly, a parole officer who understands the conflicting demands made upon the criminal justice system will be able to cope with the incongruent role demands of both counselor and supervisor.

In keeping with this philosophy, Harford Community College will continue to provide its criminal justice students with a rigorous high quality educational experience emphasizing the behavioral and social sciences.

5. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The Program Advisory Committee typically meets at least twice a year and did so during the past year. The recommendations made during this time period include:

Place more emphasis on writing, spelling and grammar.

Improve communication and writing skills generally.

Develop a program related to police job stress, i.e., development of a stress management course available to those working in the criminal justice field.

Address the needs of the juvenile services area including emphasis on human relations skills and stress management specific to the area.

Prepare a handbook beneficial to those students participating in field placements, including expectations of students and participating agencies.

Professionalize the internship program by aligning more closely with the criminal justice agencies involved.

Update the Criminal Justice Committee about issues related to the education of Police Officers.

Include information related to career opportunities and preparation for careers in the criminal justice field in various criminal justice courses.

6. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The enrollment of the program at the present time is healthy and stable. The academic quality of the program has greatly improved during the past two years due to a strengthening of the liberal arts requirements and more rigorous writing requirements within the courses offered. Some other examples of the increased rigor include the new college requirement for demonstrating writing skills through testing upon entrance into the college and the increasing of the math and natural/physical science requirements by three to four credits.

Two years ago, the College appointed a program coordinator who recommended a greater emphasis on the liberal arts. There has also been a proposal of a track system of sub-classifying Criminal Justice majors. This system will aid the recruitment of persons for the various fields in the criminal justice system.

The quality of the program reflects the quality of the faculty that teach in the program. At Harford Community College, the Criminal Justice Faculty is adequate to strong with MA's, JD's and experience. These strengths are applicable to both part and full-time faculty.

The quality of the program is also measured by the library holdings in the subject area. At the present time the holdings in the nonprint areas of films, slide-tape sets and video tapes is inadequate. The print collection is minimally adequate but somewhat difficult to evaluate due to deficiencies in the system of inventorying the holdings by the topic of criminal justice.

A student member of the Advisory Committee discussed the Criminal Justice program with other Criminal Justice students. The students agreed that the program is satisfactory but could be improved in some areas. The main areas that could be improved for the students' benefit are as follows:

Increase the supply of visual aids, such as films and TV tapes.

Update and increase the amount of reference material in the library on the subject of Criminal Justice.

Increase the variety of courses offered each semester.

Add courses to the Criminal Justice curriculum (one in particular, a class on stress).

In general, the program is good with the exceptions noted concerning the library holdings. It is projected that the enrollment has stabilized. The quality of the faculty and the curriculum is excellent.

7. What action(s) does the college plan to take to address the above issues?

The College plans to take the following actions:

To review the program every two years. The review process includes research conducted by the Institutional Research Office as well as program reviews by faculty and the Criminal Justice Advisory Committee. To date, this process has generated the implementation of several course revisions and the implementation of two new courses in the curriculum over the past two years. It has also increased the emphasis of the program on career infusion and experiential education opportunities. The present Advisory Committee and faculty have a program that is academically sound and valuable to the Maryland criminal justice system, as well as the students participating in it.

To conduct a complete review of available print and non-print resources to include films, filmstrips, journals, etc. The Coordinator also plans to research and determine what resources are available for purchase and to request sufficient quantities of print and non-print materials to enhance the curriculum within two years. This area of concern is of the highest priority for the Criminal Justice program.

To explore possibility of a stress management course designed specifically for law enforcement officers.

To enhance the recruitment efforts for the Criminal Justice program.

To review the certificate programs in Law Enforcement and Criminal Justice to determine what changes should be made to insure that the programs address the needs of potential students.

To develop a course in Stress Management that meets the needs of people in or planning to enter a Criminal Justice career field.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The Law Enforcement certificate program (5505-03) should be made an option of Criminal Justice. All enrollments should be reported under HEGIS 5505-01.

(2) The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Howard Community College

PROGRAM TITLE: Retailing

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: Certificate

1. What factors account for the declining enrollment in this program?

Several factors account for the declining enrollment in this program.

a. In 1979-80 the full-time faculty member who was assigned responsibility for the retailing program was re-assigned and no longer has direct program responsibility for retailing. This meant that there was a decrease in recruiting efforts, program promotion, and other general advertising of the program and its courses.

b. The development of a Retail Management option within the Business Management Program in 1978-79 gave students the choice of pursuing either a certificate or an AA option with the certificate courses fitting directly into the AA program. As a result, some students chose the AA option as an extension of the certificate. More recently, some students have chosen to pursue the AA option directly.

c. According to the College records there were 29 students in the retailing program as of Spring 1983 (4 in the certificate program, and 25 in the retail management option). This suggests that there is a resurgence of interest in retailing, and it shows up in the AA option.

2. At what level does the college expect the enrollment to stabilize?

Under present conditions it is estimated that the College could expect between 15-25 per year specializing in retailing either as certificate or AA option students.

3. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

In the past two years there have been very few certificate students (fewer than 10 each year). Therefore, the College felt it appropriate to survey the AA option students. We recognize that this does not give data on the certificate program; however, since the certificate program consists of courses all of which fit into the AA option, the survey helps to establish the success of the entire program.

It should also be noted that since all the courses of the certificate program fit into the AA option, the certificate program virtually has no costs associated with it.

	1981		1982		1983	
	N	%	N	%	N	%
Number of Respondents	2	-	2	-	4	-
Full-time Directly Related	-	-	-	-	2	50
Full-time Somewhat Related	-	-	1	50	-	-
Full-time Not Related	-	-	-	-	-	-
Part-time	1	50	-	-	-	-
Seeking Work	-	-	1	50	-	-
Military, Home, Continuing Education	1	50	-	-	2	50
Achieved Goal	2	100	2	100	3	75
Satisfied	2	100	2	100	3	75

Survey of Students by Recent Semesters

	Spring 1983		Fall 1983	
	N	%	N	%
Number of Respondents	11	-	5	-
Full-time Job				
Directly Related	2	18	2	40
Somewhat Related	-	-	-	-
Not Related	-	-	-	-
Part-time Job	3	27	2	40
Transferred, Not Employed	4	36	-	-
Seeking Work, Not Employed	-	-	-	-
Military, Home Responsibility, Other	2	18	1	20
Total	11	100%	5	100%
Transferred, Regardless of Employment	8	73%	4	80%
Achieved Personal Goals	8	73	4	80
Satisfied with Instruction	8	73	4	80

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

A qualitative evaluation was performed in 1980-81. As a result, there was an increased emphasis on recruiting, especially at the county high schools. While there was decrease in the enrollment in the certificate program, the number of students in the AA option increased as follows:

Fall 1980		Fall 1981		Fall 1982		Fall 1983	
FT	PT	FT	PT	FT	PT	FT	PT
4	7	7	7	7	9	5	17

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The overall enrollment in retailing is satisfactory and the quality is satisfactory. Both the program enrollment and quality can be improved with the addition of a full-time faculty member to coordinate the program. There is also a need to expand on the retailing program by branching out into other areas of sales and marketing.

6. What action(s) does the college plan to take to address the above issues?

A recommendation has been made in the preliminary budget process to allocate funds for a full-time position in sales/business.

There are also preliminary curricula developed in two areas: (1) Computer Sales, and (2) Marketing Management. These curricula will be considered internally in the next few months.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

Although there are no instructional costs associated exclusively with this program (i.e., all courses are also offered in conjunction with the Business Management program), SBCC questions the wisdom of keeping a program on the inventory when it has attracted only about a half dozen students in each of the past four semesters. If these low enrollments do in fact suggest limited employment opportunities for certificate graduates, catalog statements about the program should state that explicitly and encourage people to pursue the AA option in Business Management.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Howard Community College

PROGRAM TITLE: Electronics

PROGRAM HEGIS NUMBER: 5310-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Thirty-three students enrolled in the DC Circuits classes were surveyed regarding their employment. The survey indicated that 9% of our entry level students have full-time directly-related jobs, 21% full-time related jobs, 30% full-time unrelated jobs, 18% part-time jobs, 15% were not employed, and 6% had other employment.

Current Employment Status

	Number	Percent
Full-time Directly Related	3	9%
Full-time Related	7	21%
Full-time Not Related	10	30%
Part-time	6	18%
Not Working	5	15%
Other	2	6%
Total	33	100%

Student Occupations

Sample - 33 students

Full-Time Directly Related Jobs: 3 students
- Camera Technician
- Security Installation
- Production Test Technician

Full-Time Related: 7 students
- Technical Writer
- Engineer at Hecht's
- Electrician
- Technical Illustrator
- Manager Technical Publications
- Medical Microbiologist
- Software Specialist/Repair

Full-Time Not Related: 10 students
- Welding
- Nurse
- Clerk
- Musician
- Security
- Warehouseman
- Mechanic
- Banking
- Fabric Cutter
- Farm Worker

Part-Time: 6 students
- Mail Clerk
- Technician
- Grounds Keeper
- Floor Installation
- Gas Attendant
- Secretary

Not Working: 5 students

Other: 2 students

2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

The revised Associate in Arts program was submitted to SBCC on December 6, 1979. The first course offerings were in the Fall of 1980. Therefore, our first graduates were in the Spring of 1982. The Electronics program will be reviewed during the academic year 1984-1985.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Presently there are 62 enrolled in the DC Circuits course, which is the entry level course for the Electronics Technology students. This enrollment represents a 36% increase from Fall 1982 to Fall 1983. Enrollment in second year courses such as Industrial Circuits has increased 50% from Fall of 1982 to Fall 1983.

The quality of the program has improved with the hiring of a full-time professor in the field. Only one section of an entry level course is being taught by instructors new to Howard Community College.

4. What action(s) does the college plan to take to address the above issues?

The College's plan will include the following:

a. A software program will be developed which creates a mechanism for students to develop contacts with previous students and employees.

b. The College has developed a videotape describing electronic technology opportunities which will be used for recruiting students for the academic year 1984-1985.

c. A program review will be conducted during the 1984-1985 school year. The review will include:

Enrollment and Graduation Trends
Student Profile and Credit Hour Distribution
Discipline and Program Costs
Student Success in Core Courses
Graduate Study
Employment Outlook

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The primary mission of occupational programs is to train graduates for employment in related fields. The data presented in question #1 above show current employment when students enter the program. In its planned 1984-85 program review, the College should evaluate student employment after leaving the program, and report those results to SBCC when available.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Montgomery Community College

PROGRAM TITLE: Printing Technology

PROGRAM HEGIS NUMBER: 5009-01 LEVEL OF AWARD: AA

1. What factors account for the low placement of students in full-time jobs related to their field of training?

   The Printing Technology program is intended to train students in both the techniques of printing and basic management principles. The curriculum has been reviewed by faculty and advisory committee members and found to be out of date. As a result, students are not receiving state-of-the-art training which would maximize their opportunities to get jobs directly related to Printing Technology. In addition, this has resulted in the sharp decline in student satisfaction with employment preparation. Plans are underway for a complete revision of the curriculum. The revision should be completed by March 1, 1984.

2. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

1980 Graduate Survey	1982 Graduate Survey
Proofreader	Office Manager/Computer Operator
Training Spec (technical writer)	Technical Report Assistant
A.V. Technician	Photographer II
Production Shop Planner WD-4401-10	Chief, Offset Printing Division
Training Spec (technical writer)	Customer Service Representative (printing)
Time Clerk	
Photographer (map & chart)	

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

Educational Goals	Number	Percent
Courses only	25	31%
Certificate	4	5%
Degree	39	48%
Unknown/Blank	13	16%
Total	81	100%

Personal Goals	Number	Percent
Exploration of new career field	7	9%
Immediate job entry	19	24%
Transfer	19	24%
Update skills for current job	15	19%
Personal interest	5	6%
Other/Unknown/Blank	16	20%
Total	81	100%

Source: Fall 1982 Admissions Data

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee?

Contacts were made with employers during the Fall of 1982 to determine alternatives for a curriculum revision. In addition, the full advisory committee met in the Fall of 1982. Informal meetings with members of the advisory committee continued to occur during the Spring and Summer of 1983. The changes and revisions suggested by the committee have been incorporated in the proposed revision. In addition, the advisory committee recommended developing a certificate.

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

At the present time, the institution is not satisfied with either the enrollment including retention rate or the quality of the Printing Technology Program. As a result, the institution had targeted the program, prior to the SBCC review, for detailed curriculum evaluation and revision. A personnel change during academic year 1982-1983 prevented the completion of the project. However, the project is expected to be completed by March 1, 1984.

It should be noted, however, that off-campus enrollment at the Defense Mapping Agency and Ft. Belvoir continues to be excellent.

As the employment demand in the printing industry continues to be high, it is the College's desire to continue to offer the program, but in a revised form as discussed in item 6. It is anticipated that implementation of the revised curriculum discussed under item 6 and the appointment of a highly qualified full-time faculty member will result in an increase in student retention, satisfaction with employment preparation, and enrollment. It is the College's intention to carefully monitor these factors as we evaluate the revised curriculum.

6. What action(s) does the college plan to take to address the above issues?

Actions the College plans to take to address the above issues include the following:

a. Redesigning the printing facility by selling obsolete equipment for surplus and better utilizing space.
b. Installation during the Fall semester 1983 of additional computerized equipment valued at $30,000.
c. Redesigning the Printing Technology program to:

- o Eliminate the sophomore courses in Production Problems (PR221), Production Techniques I and II (PR 219 and PR220) and Estimating (PR213). These courses will be replaced by two internships at off-campus sites.
- o Redesign the four freshman courses, Principles of Typography (PR105), Principles of Offset Presses (PR116), Process Camera (PR117), and Platemaking and Stripping (PR118), to reflect current technology. In particular, the Process Camera course (PR117) will be broadened to serve as a support course for the Photography and Advertising Art Curricula.
- o Add courses in other disciplines in the Visual Communications Technologies Department, i.e., Photography and Advertising Art and in General Education and Management.

d. Also under consideration is a certificate program.

An evaluation of the revised program will take place during the first year of the implementation of the curriculum focusing on student retention and employment satisfaction.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

When the planned curriculum revisions are completed, the College should submit a request for a program revision to SBCC using pages A-1 through A-9 of the Instructional Program Proposal form (Appendix A of the SBCC Instructional Program Manual).

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Montgomery Community College

PROGRAM TITLE: Automotive Technology

PROGRAM HEGIS NUMBER: 5306-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   Fifteen students were contacted by telephone and their responses are presented on the following table:

	Number	Percent
Number of Respondents	15	
Response rate		100%
Full-time job, Directly Related	8	53%
Full-time job, Somewhat Related	3	20%
Full-time job, Not Related	4	27%
Part-time job	0	0%
Transferred, Not Employed	0	0%
Seeking Work, Not Employed	0	0%
Military, Home Response, Other	0	0%
Total	15	100%
Transferred, Regardless of Employment	0	0%
Achieved Personal Goal	8	53%
Satisfied with Instruction in Program	8	53%

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

   Enrollment

   Enrollment in the automotive program has been satisfactory overall and the first year classes continue to have maximum enrollments. The lack of adequate facilities and equipment limits the enrollment in specialized classes. During the Fall semester 1983, the program did not meet its enrollment projections. The program was projected to have 626 credit hours and only 438 credit hours were obtained. Maximum enrollment was reached in the beginning classes but specialized classes were cancelled. The following is a summary of the enrollment:

Course	Seats Available	Seats Occupied
AT 101 (3)	60	67
AT 115 (2)	40	30
AT 116 (1)	16	14
AT 221	20	18
AT 225	20	20
AT 251	16	0
Total	172	149

The following data from Institutional Research shows a low enrollment. Lack of adequate facilities appears to be the primary reason for the enrollment.

Year	Fall Enrollment in Program		Degrees or Certificate Granted in May	
1979	Associate in Arts	53	Degrees	0
	Certificates	19	Certificates	0
1980	Associate in Arts	78	Degrees	0
	Certificates		Certificates	1
1981	Associate in Arts	79	Degrees	0
	Certificates	6	Certificates	1
1982	Associate in Arts	69	Degrees	3
	Certificates	13	Certificates	10
1983	Associate in Arts	67	Degrees	10
	Certificates	20	Certificates	3

Quality of Program

The quality of the program must be viewed in two ways, curriculum and facilities/equipment. The College had the program reviewed by the Program Coordinator for Automotive Technology, Northern Virginia Community College and President-elect of the National Association of College Automotive Teachers. This consultant made the following comments.

"The Automotive Technology Programs listed in the 1980-1982 College Catalog represents a sound approach to professional study of Automotive Technology. The nature and distribution of required courses and electives are, with one exception, adequate, make good sense, and in general meet the Associate Degree and Certificate Program requirements as stated. Program objectives are clearly presented and outline educationally sound programs which should produce students with good technical and general knowledge, and in theory develop their job skills and ability to prosper in today's society. Automotive Technology Programs such as this are in great demand nationally and locally. Automotive Technology is changing so drastically and rapidly because of energy shortages and environmental considerations that it is almost impossible to turn out automotive technicians without good sound educational programs.

Curriculum

a. The Automotive Program's objectives are clearly stated and outline a fine program which incorporates appropriate theory and practical training.
b. The College appears to be a comprehensive and progressive community college dedicated to the development of programs suited to the needs of the student and the community. The automotive programs appear to have been developed to be consistent with the College's mission and goals.
c. The Automotive Degree curriculum listed in the College Catalog meets acceptable standards for certification and accreditation by the Regional Association of Colleges and Schools. The student who successfully completes the courses listed in either program should have no problem passing appropriate certification tests given by the National Institute of Automotive Service Excellence. It may be desirable, however, to offer a NIASE Certification refresher course, through Continuing Education, for those who wish to review before taking the NIASE certification tests. The degree program could be readily adopted to the National Automobile Dealers Association's apprenticeship program."

The facilities and equipment available for the program are not adequate and, therefore, the quality of the program is affected. The consultant states, "The major problem faced by this automotive program is the lack of adequate laboratory facilities equipped with tools and equipment needed to provide the training as outlined in the program objectives."

The consultant's analysis of the facilities included the following statements:

a. "General classroom space provided to the automotive program is considered adequate for the current enrollment of 65 day time and 30 evening students.

b. Laboratory and special facilities are totally inadequate. In my review of the facility I saw one small overcrowded area, called the machine shop or bench laboratory, and a one-bay garage equipped with a side post lift. These two rooms house all the equipment available, and are supposed to provide space for live vehicle work. These areas are so full of automotive sub-assemblies, parts, and equipment that it would be almost impossible for more than eight or nine students to work on projects at the same time.

c. Storage space is non-existent. Engines, transmissions, carburators, and other instructional aids have to be stocked and stored in the classroom and machine shop area. This leaves very little space for student work.

d. Tools and equipment are not in sufficient quantity to support the program, and some of the equipment available is in need of repair or replacement. There is one fairly complete general mechanics tool set for instructors use, and students are required to provide their own hand tools. One generator/regular alternator/testor has a burned-out motor. There is only one modern Sun engine analyzer, one infrared exhaust analyzer, one borrowed distributor testor, one heavy duty volt/amp tester, one battery charger, one air conditioning service station, one portable alignment set, and a small gasoline engine dynamometer with air flow meter. This equipment represents little more than what is normally required for approximately five work stations."

The Director of College Facilities shares the consultant's concern and opinion about the facilities. The College's Educational Space Specifications developed by the Facilities Office states:

> "The Automotive Technology Lab must be relocated away from the Technical Building."

In a March 18, 1983 memorandum to the Administrative Vice President, the Director of College Facilities stated the following about the Automotive facility:

> "The space is too small. Class size is limited which increases cost.
>
> The ventilation systems prohibit the conducting of a number of laboratory assignments.
>
> The classes are noisy, dirty, and spread noxious fumes through the building."

With these severe facilities problems, the quality of the program is obviously affected. In the Spring 1983, the President of the College contacted the Superintendent of Schools, Montgomery County, to investigate sharing facilities with the school district. Because of their enrollment, there was no space, and sharing is not a possibility at this time.

3. What action(s) does the college plan to take to address the above issues?

The Dean responsible for Automotive Technology has made the following recommendations which are now under review by the College administration.

a. Within the next year, identify an appropriate space to lease and move the program off the Rockville Campus. The cost of the program will increase not only for rent and equipment but also resources for staff, security and maintenance because existing resources cannot be used.

b. Build a facility such as the maintenance building at the Germantown Campus. Germantown is the only campus of the College which has sufficient room for an automotive facility. The program with better facilities and space would have an opportunity to grow and the enrollment of both the program and the Germantown Campus could possible be strengthened.

c. If the College cannot, because of resources, or because it does not think it is appropriate to do one or two above, the Dean recommends that the program be phased out over the next year. The County School District has expanded its facilities for automotive education and, perhaps, the school district could accommodate the County needs for automotive training through its Adult Education Program.

When the College has reviewed these recommendations, the information will be shared with the Automotive Advisory Committee before a final decision is made.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should keep SBCC fully informed on its efforts to find an adequate facility for this program and subsequent action on the recommendations noted in question #3 above.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Montgomery Community College

PROGRAM TITLE: Early Childhood Education

PROGRAM HEGIS NUMBER: 5503-03 LEVEL OF AWARD: AA/Certificate

1. What factors account for the low placement of students in full-time jobs related to their field of training?

The College was able to contact 14 of the 23 graduates who earned the Child Care Certificate in 1980 (AA degrees in Early Childhood education were first awarded in 1982). Three of the 14 respondents are working full-time in the field. Of the 11 who are not working in full-time jobs related to their field of training, the following data were obtained:

Four respondents work in unrelated fields for the following reasons: one had worked in the child care field but changed her mind about continuing her career and is now pursuing a four year degree as she works full-time in another field; one is pursuing an AA degree in Early Childhood Education at Montgomery College and chose a job in another field to complement her school schedule; two cite the low entry hourly rate in child care as the reason they chose to use their other skills (bookkeeping and word processing) to earn substantially higher rates of pay in an unrelated field.

Four respondents are employed part-time in the child care field. Of these four, three are enrolled in the AA program full-time at the College and one wishes to work full-time as soon as additional hours are available at her current work place.

Three respondents are not employed. Of these three, one is a foreign student who expects to work in the child care field when she returns to her country; and two are enrolled full-time in transfer programs at the College, one in the Early Childhood Education program and the other in a related program.

In summary, of the 11 respondents who are not working in full-time jobs related to their field of training, 6 are pursuing further study in the field. If we add these 6 to the 3 who are currently working full-time, and the one foreign student who expects to do so wher. she returns to her native land, we find that 10 of the 14 respondents (71%) are either working full-time or are pursing degree programs in the field of child care.

2. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

The three 1980 graduates who secured occupations in the field are all Senior Staff. Occupations of those employed full-time in unrelated fields are Bookeeper and Word Processor.

3. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

Educational Goals	Number	Percent
Courses only	26	25%
Certificate	24	23%
Degree	38	36%
Unknown/Blank	17	16%
Total	105	100%

Personal Goals	Number	Percent
Exploration of new career field	22	21%
Immediate job entry	14	13%
Transfer	34	32%
Update skills for current job	13	12%
Personal interest	4	4%
Other/Unknown/Blank	18	17%
Total	105	100%

Source: Institutional Research

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee?

A newsletter about the program is prepared and distributed regularly to employers. Much of our schedule planning is derived from feedback to this newsletter which requests information about most convenient timeframes for course offerings. We also routinely receive more than 100 requests per year from employers requesting information about the program. These employer contacts have helped us determine that there is a need for the program in Montgomery County. In addition, we regularly receive information about programmatic needs from representatives of the Health Department which is responsible for licensing facilities in the County.

The Early Childhood Education Program Advisory Committee met twice during FY 1982-83, and some members also participated in a Career Day Program for high school students.

The issue of training infant care providers was addressed in the Advisory Committee, which assisted in the development of a non-credit course perceived as the appropriate response to this need.

Currently, a revision of the Child Care Certificate curriculum is underway. Members of the Advisory Committee have already been sent drafts of the proposed revisions. Discussions of the curriculum has been placed on the agenda of the next meeting of the Committee, scheduled for October 1984.

5. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The Fall 1983 enrollment in the program has exceeded projections, and a steady modest growth seems likely. The development of the AA degree three years ago has strengthened interest in an on-going educational experience for our younger students whose attainment of age 21 is a precondition for employment in the most advantageous positions in the field. The College recognizes, however, that the expanded vocational day care training program on the high school level may be an area of potential conflict with our certificate program.

Program quality, as judged by academic and experiental preparation of faculty, is excellent. Six faculty (1 full-time, 5 part-time) hold masters degrees and two hold Ph.D. degrees. The College has sucessfully attracted three minority faculty, one of whom is male, an underrepresented category in early childhood education. Faculty are all connected to the work place and the community through employment, volunteer efforts and/or membership in such organizations as the Presidential Commission on the Handicapped, Montgomery County Association of Child Care Centers, Montgomery County Commission on Children and Youth, 4C's-The Alliance for Children, Day Care Advisory to the Board of Social Services, and the Interagency Committee on Child Care.

The curriculum of the Child Care Certificate Program is currently under revision. The proposed revisions will result in a more structured program, with additional required courses and fewer elective options. It is anticipated that the revised curriculum will be offered in Fall 1984.

6. What action(s) does the college plan to take to address the above issues?

As cited above, enrollment is satisfactory and faculty credentials are excellent. Once the curriculum is revised and in place, its effectiveness will be evaluated by students, faculty and administration. The College will continue to monitor all aspects of the program to ensure that it continues to meet student and employer needs.

The issue of initially low placement in full-time work related to the program will continue to be addressed by forthright descriptions of the work place so that students who cannot substitute personal satisfactions for monetary considerations can make informed choices. This has been and will continue to be College policy.

Efforts to maintain the efficacy of the Advisory Committee will continue. Graduate and employer follow-up studies will also continue to be conducted to ascertain student employment and transfer data and the quality of graduates who obtain full-time employment.

Part-time faculty represent a resource that must be nurtured and their contribution facilitated through appropriate orientation and instructional supports so that the needs of students are best addressed.

Since satisfaction with employment preparation is a desired outcome of this program, efforts will be made to increase the percentage of respondents in graduate follow-up studies. Department faculty will also initiate periodic personal contact with program alumni to obtain this information.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College is requested to send a copy of the revisions to the certificate program to SBCC as soon as they are finalized.

(2) The College should make efforts to develop an articulation agreement between this program and similar programs at the secondary level.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Montgomery Community College

PROGRAM TITLE: Law Enforcement

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA

1. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, in-service versus pre-service training, and college versus police academy training.

Montgomery College recognizes the need for diversity and comprehensiveness of Criminal Justice offerings and views the role of the Law Enforcement/Criminal Justice program in the next five years to continue to provide different programs to meet identified needs of specific constituencies. Toward this end, the AA degree program in Criminal Justice includes three options: Law Enforcement Option, Corrections Option, and Retail/Industrial Security Option. Each includes a strong academic core, as well as specialized courses in the option. The College also offers a 30-credit certificate program in Corrections, designed to serve the needs of personnel presently employed in the corrections field who wish to upgrade their professional competence and receive formal recognition of their academic accomplishments. The certificate curriculum articulates with the degree program. These programs provide students with the alternative of continuing their study toward a bachelor's degree, preparing for direct career entry, or upgrading their knowledge and skills. The College will continue to address student interests and needs within the Criminal Justice program for transfer orientation, occupational orientation, in-service training and pre-service training.

Transfer Orientation - The need for quality law enforcement officials, as well as the requirement in some locales of a bachelor's degree for certain positions in the field of law enforcement and corrections, indicates the need for a strong transfer program. Faculty and transfer counseling personnel work closely with our program majors to advise them on courses that readily transfer to the University of Maryland and other four-year institutions. Articulation with UMCP's Criminal Justice program is conducted on a regular basis. The College is currently revising its general education program, and our criminal justice program will reflect this collegewide emphasis.

Occupational Orientation - The AA is the entry level degree for a number of occupational opportunities within the criminal justice field, including State Highway Patrolman, Montgomery County Police, Law Enforcement Officer, Sergeant-Security Guard, Correctional Officer and Intake Officer. The occupational orientation of our program meets the needs of those students who desire to enter a career immediately after completing their education at Montgomery College. Many occupations in the criminal justice field are becoming increasingly competitive and the AA degree affords entry into some of these occupations.

Pre-service Training - Our program attracts recent high school graduates who are interested in preparing for a career in the criminal justice field. CJ 248 Criminal Justice Practicum provides a supervised internship in a criminal justice agency. Students who have little or no experience in the field may elect the practicum which provides exposure to criminal justice work.

In-service Training - College course work is generally required for career promotions. As a result, many of our students who are currently employed in the field seek to upgrade their knowledge and skills. It is our intention to increase cooperative efforts with local law enforcement officials to continue to work with our Criminal Justice Program Advisory Committee to enhance the in-service training aspect of our program and to ensure that our offerings complement the in-service training currently provided by local agencies. Since most of the students who seek in-service training enroll on a part-time basis, courses are offered during timeframes convenient to their needs.

Collegiate versus Police Academy Training - The increasing complexity of law enforcement and corrections responsibilities requires that personnel have a broad general education to enhance their understanding of the relationship between law enforcement and social issues. Police academy training is highly specialized in nature. Students who obtain the kind of education provided by Montgomery College, however, receive a broad general education that strengthens their preparation. It should be noted that in order to qualify for a position in the Montgomery County Police Department, which screens for the Academy, a candidate must have 60 college credits. Collegiate training, moreover, is receiving greater emphasis nationwide.

Over the next five years, we plan to monitor legislation impacting industrial and retail security personnel so as to ensure that our program addresses the needs of the private sector. In addition, we plan to explore the development of a Pre-Law option and are now in the initial stages of assessing needs.

2. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The Criminal Justice Program Advisory Committee met twice during the past academic year, once in the Fall and once in the Spring. The membership advised the College on ways to strengthen enrollment in the Retail/Security option; provided input on the Criminal Justice Practicum and suggested appropriate agencies for student internships; provided information about new developments in the field and in-service training requirements; and reviewed the curriculum for the Criminal Forensics course.

3. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

Inasmuch as the evaluation did not indicate a need for curriculum restructure or employment problems for graduates, the program evaluation conducted in 1980 did not identify actions to be taken in response to the evalution. The evaluation did, however, state the intention to carefully monitor the then recently approved option in Retail and Industrial Security. We have done so and have determined the need to strengthen enrollment. Toward this end, the College sought the advice of the Criminal Justice Advisory Committee, which has assisted in identifying ways to better inform local businesses and industry and has identified individual contacts. A list of corporations has been compiled, and a mailing describing the Retail/Industrial Security option will be completed during the current academic year. Meetings have also been conducted with several large corporations in the County to explore on-site training possibilities.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Total enrollment for Fall 1983 in the Criminal Justice program has exceeded projections, and a modest growth is anticipated over the next five years. Enrollment is judged to be healthy in the Corrections and Law Enforcement options, and struggling in the Retail/Industrial Security option and the Corrections Certificate.

Program quality, as judged by faculty credentials, is satisfactory. All full-time faculty hold a master's degree or Doctor of Jurisprudence degree; part-time faculty all meet current College requirements. Both full-time and part-time faculty have broad and extensive experience in the field and bring to the program the benefits of active professional contacts with local police, corrections, juvenile delinquency, and industrial security organizations, as well as membership in national organizations in these areas. Two full-time faculty were added to the program this semester, providing an acceptable ratio of full-time/part-time faculty.

We would describe our curriculum as excellent. Student and state-of-the-art needs are constantly reviewed and curriculum revisions and course additions are developed accordingly. Since the last evaluation, for example, the Criminal Justice Practicum and Criminal Forensics were added to the program and a number of law enforcement and corrections courses underwent some revision. Our Criminal Justice Advisory Committee provides important input in the curriculum development process.

The Criminal Justice program has joined with the Sociology Department and examination of possibilities for a stronger integration of the two areas is currently underway.

5. What action(s) does the college plan to take to address the above issues?

Efforts will continue to strengthen enrollment in the Retail/Industrial Security option.

The revised general education component will be integrated into the program, and evaluation will be made of its impact on the Criminal Justice curriculum.

Program faculty will continue to keep abreast of new developments in the field through increased contacts with law enforcements, corrections and industrial security personnel and organizations. Curriculum revisions will be made as necessary.

Further investigation of program graduates will be conducted to determine the reason for the lower percentage of satisfaction with employment preparation. Preliminary research indicates that students have unrealistic expectations of the workplace. The recent addition of a practicum experience in the curriculum should familiarize students with day-to-day law enforcement responsibilities and promote more realistic expectations. Since graduate follow-up studies help the College determine student satisfaction with instruction and employment preparation, efforts will be made to increase the percentage of respondents. Department faculty will also initiate personal contact with program graduates to obtain this information.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The Correction's certificate program (5505-02) should be made an option of Criminal Justice. All enrollments should be reported under HEGIS 5505-01.

(2) The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Prince George's Community College

PROGRAM TITLE: Business Admin Transfer

PROGRAM HEGIS NUMBER: 4970-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Job market factors are probably the chief element in declining Business Administration enrollments for the early 1980's. During times of serious recession, students are less likely to make the four-year commitment. In the Washington metropolitan area, there was the additional consideration of federal government hiring freezes. Meanwhile, there was at least the perception that computer skills were more in demand than BA level management credentials.

For Prince George's Community College, there was the additional element of adjusting to College Park requirements. Most of the college's transfers go to the University of Maryland at College Park. The increased requirements for a mathematics course in statistics based on the transfer agreement with the University of Maryland has affected the number of transfer students completing the program. Many students appear to have a lower level of math competency and consequently have not been able to complete the 12 credit hour sequence as required. If the mathematics sequence were to be ignored, the transferability of the entire program would be held somewhat in jeopardy. In addition, the increased grade point average required for transfer at the University has also created some consternation and definitely affected students who had aspirations to enter the University of Maryland.

Finally, there was the factor of decreasing first time enrollments across the board. This has impacted full-time patterns in the entire transfer area. There have been fewer persons entering the "pipeline". This will affect future enrollments as well. Loss of first timers implies later loss of returning students.

2. At what level does the college expect the enrollment to stabilize?

As noted above, there has been a recent trend of fewer first-time students studying full-time. The reductions have included fewer persons direct from high school, and also fewer persons with delayed entry some years later. The impact of this trend includes fewer continuing students in the near future. Enrollments seem likely to stabilize after the "baby bust" age cohort has leveled off in the late 1980's or early 1990's.

3. What factors account for grades at the transfer college that are below the State average?

The beginning of the 1982-83 academic year found over a thousand former PGCC students at the University of Maryland's College Park campus. The Fall of 1982 count of 1,004 transfers, however, was down 8 percent from the Fall 1981 level of 1,085. The percentage of PGCC transfers in good academic standing remained the same at 80 percent. This was about the same good standing rate as transfers from all community colleges in Maryland.

In Fall 1982, Prince George's Community College transfer students to College Park represented 28 percent of the total of 3,548 community college transfers from all over the State. This was up only a percentage point over the previous year, and suggested continuing stability of representation during a 5 year period.

Which curriculums of study were popular with former PGCC students at College Park? The latest information showed that Business programs continued to be the highest frequency choices as a major field. The 216 Business majors in Fall 1982 came to the same total as the previous year. But they were 22 percent of a smaller cohort, compared with 19 percent of the full PGCC group in Fall 1981.

The distribution of majors by various major groupings between Fall 1981 and Fall 1982 was as follows:

	1981	1982
Business	216	216
English/Science/Math	142	158
Social Science	180	130
Humanities	95	95
Education	104	86
Computer Technology	59	68
Other programs	176	142

Thus there was evidence of increased involvement in more practical or technical studies, and decreased involvement in a social sciences, education, and English/journalism as a major.

Recent grade point averages of College Park transfers from PGCC tended to be in the 2.0 to 3.0 range. There was little variation in this general pattern across major fields of study in Fall 1982.

The following analysis shows how Business transfers were doing by way of grade point averages at College Park in Fall 1982:

Major Field	3.0-4.0	2.0-2.9	Under 2.0	Total
Business	50	133	33	216
Pre-Business	9	43	24	76
Accounting	14	25	2	41
Marketing	5	32	0	37
Business/Administration	10	18	5	33
Personnel/Finance	12	15	2	29

Thus, it could be seen that the pre-Business category was an important factor in generating lower GPA's. This may have been due to some extent to "premature" transfer to College Park, whose more impersonal classroom approach would find the over-ambitious transfer student less well prepared.

Analysis of the data showed 23 percent of all Business majors scoring GPA's at or above 3.0, compared with 26 percent of all PGCC transfers at College Park in Fall 1982. But, if we factor out all 76 pre-Business students, we find 29 percent of the remaining Business majors with GPA's in the 3.0-4.0 range. Clearly the pre-Business category was making a difference.

What do PGCC's former students major in when they transfer to State colleges? The following were some of the most popular recent choices of major by PGCC's transfer to State four-year colleges.

	Spring 1982
Business	96
Health	32
Social Sciences	27
Education	26
Psychology	18

The four-year colleges with the most former PGCC students in calendar 1982 were Bowie State, Towson State, and Salisbury State. They enrolled PGCC transfers as follows in Fall 1982:

	Current No. of PGCC Transfers Fall of 1982
Bowie State	138
Towson State	68
Salisbury State	51
Others	35
Total	292

Thus, Bowie State was accounting for nearly half of the PGCC transfers to public State institutions of higher education, exclusive of the University of Maryland's campus at College Park.

Compared with College Park, the four-year colleges were more likely to have PGCC students transfer with the AA degree or its equivalent (over 60 credit hours), especially during the Spring term:

Credits Carried Over	Spring 82	Fall 82
60+	111	89
30-59	107	99
Under 30	63	79

The proximity of College Park, contrasted with the distance of Towson or Salisbury State, probably has something to do with the dynamics of transfer. Once again, with Business Studies dominating as a field, the grade point averages of PGCC transfers at four-year schools tended to cluster in the range of 2.0 to 3.0.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The enroliments seem to be declining at a slower rate. The expectation of leveling should take place by FY 85. The program quality appears to be excellent.

5. What action(s) does the college plan to take to address the above issues?

Based on on-going observation of student performance, academic advisement and counseling will be aimed toward providing new and continuing students in this program with realistic information, assisting individuals to see both career opportunities and educational options in terms of "what happens to people like me who get into this program."

SBCC STAFF RECOMMENDATIONS/COMMENTS:

Academic advising in support of this program should clearly emphasize the difficulties that "pre-business" transfer students have had at the University of Maryland, College Park.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Prince George's Community College

PROGRAM TITLE: Marketing Management

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

Prince George's Community College conducts an annual follow-up study of graduates in the Spring following graduation. In the five year period between 1978 and 1982, 91 individuals graduated in the Marketing Management Program. A total of 47 individuals (52%) have responded to the graduate follow-up studies during the five year period, with results as follows:

Year	Number of Graduates	Graduates Responding	Total Employed
1982	25	10	8
1981	24	11	9
1980	15	8	6
1979	14	8	6
1978	13	10	7

		Employed in Field		
	Total	Full Time	Part Time	Percent in Field
1982	4	4	0	40%
1981	7	5	2	64%
1980	6	4	2	75%
1979	4	4	0	50%
1978	7	5	2	70%

2. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollments in the Marketing Management Program have been trending upwards since 1971. Enrollments are expected to continue increasing with the opening of new extension centers, the scheduling of principles of marketing in telecredit format, and scheduling of increased numbers of course sections during the day, evening, weekends, both on and off campus. A Marketing Management Certificate was developed and offered for the first time during 1982-83 with the intent of serving the increasing number of part-time students in Marketing Management. Seven certificates were awarded in the Spring, 1983.

Program quality is at a high level. A concerted effort has been made to revise the job specifications of faculty to attract and hire well qualified staff from the marketing area.

A new business course -- Purchasing, Contracting and Materials Management -- was developed and offered as a Marketing Program elective for the first time in Fall, 1982. Enrollments and section numbers have increased steadily since that first offering. Additional marketing course electives are currently under consideration (i.e., fashion merchandising, transportation and physical distribution, and international marketing). Cooperative education has been offered as a program elective and will continue to be offered.

3. What action(s) does the college plan to take to address the above issues?

Over the past two years changes have been made in Marketing Management, updating program offerings to better serve the needs of those students seeking job entry, updating skills, and preparing for transfer to bachelor degree programs. Many of the actions taken are focused on making Marketing Management a more visible and independent program for Marketing Management Associate in Arts and Certificate majors while continuing to serve other program majors seeking course electives.

Specific actions taken with respect to the Marketing Management program are as follows:

a. An Advisory Committee is currently being established to serve the Marketing Management Program. In past years, a Business Management Advisory Committee has served several programs including Marketing Management.
b. Course offerings will be made available through more varied scheduling modes to better serve the increasing number of part-time students (i.e., telecredit, week-end, extension centers in addition to campus day and evening sections).

c. Updated and more current films, textbooks, cassettes and other library materials are being purchased for use by students and faculty in and out of the classroom.
d. Comprehensive and meaningful cooperative education work experiences for marketing students are provided and will continue to be available.
e. A telecredit course in marketing is being offered for the first time this year during both Fall and Spring semesters.
f. Outstanding full and part-time faculty are being hired with education and experience in the field of marketing.
g. College catalog descriptions of marketing courses have been updated to explicitly explain the program and curriculum content in the Associate in Arts degree and certificate programs.
h. Course designators for marketing courses are being changed from BUS to MKG for: (1) easier indentification, and (2) more refined program evaluation and reporting.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College is requested to send SBCC the membership list for the new Advisory Committee when it is available.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Prince George's Community College

PROGRAM TITLE: Medical Records Technology

PROGRAM HEGIS NUMBER: 5213-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   Our follow-up surveys reveal the following information:

Number of Respondents	28
Response rate	58%
Full-time directly related	75%
Full-time somewhat related	7%
Part-time directly related	7%
Transferred, not employed	5%
Seeking work, not employed	9%
Military, home responsibilities, other	14%
Transferred, regardless of employment	5%
Achieved personal goal	77%
Satisfied with instruction	59%
Satisfied with employment preparation	59%
Began new job after college	55%
Number reporting salary data	68%

2. What factors account for a discipline cost per credit hour that is rising much faster than the discipline cost per credit hour statewide?

   The discipline cost for Medical records at PGCC increased by 34 percent from FY79 - FY82, compared with 9 percent increases for all disciplines statewide. Several factors need to be noted. First, the higher education price index increased 34 percent for this period (see PDMS printout). Second, there was a systematic change in calculating discipline cost between FY '79 and FY '80, such that the costs are not comparable in percentage change terms. Third, if one looks at the costs for FY '80, FY '81, and FY '82, they are seen to be extremely stable (the net dollar increase in cost between FY '80 and FY '82 was $7 per credit hour).

Inferred program costs were calculated for FY '82, based on the distribution of required courses in the curriculum and the discipline costs for each requirement. It was found that Medical Records cost $5,800 for that fiscal year.

Discipline	Credit Hours	Cost per Credit Hour	Cost
Medical Records	29	99	$ 2,866
Biology	5	74	371
Mathematics	3	61	182
Business	3	58	174
Computer Technology	3	66	197
Secretarial Tech	3	84	253
Health	3	127	382
Psychology	3	65	194
English Composition	6	81	484
Speech	3	68	204
Physical Activity	2	137	274
Elective	3	73	219
Total	66		$ 5,800

This compared with a median career program costs of $4,900, but it was the lowest cost of any of the Health technology curricula (range, $5,800 to $8,525).

At the time of this report, discipline cost information for FY '83 became available. Medical Records had a lower cost than two years earlier:

Year	Cost/FTE
FY 83	$ 3,307
FY 82	2,965
FY 81	3,509

Compared with other career disciplines in FY '83, Medical Records was close to the median. While Medical Records was just above $3,300 per FTE, the median for career programs was closer to $3,200. Low enrollment has contributed to above-average cost of this discipline for PGCC.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment in the program has increased steadily over the past five years. The percentage of part-time enrollment has also increased.

	Enrollment*			Completions	
Year	1st Tr.	2nd Yr.	% PT	Spring	
1983	21	13	72%	1983	12
1982	19	11	43%	1982	11
1981	25	10	44%	1981	7
1980	14	12	58%	1980	11
1979	14	17	47%	1979	16

* Figures taken from the Fall class rosters in year indicated.

Completion rate has tapered off to a level of 11 or 12 individuals completing the medical records courses.

Enrollment is satisfactory. The capacity limit for the program is 25. Quality of the program is good and demand for graduates is high.

4. What action(s) does the college plan to take to address the above issues?

An annual survey of graduates is conducted by the Office of Institutional Research and Analysis and by the Health Technology Division.

Low enrollment is considered one of the factors contributing to high discipline costs. Increased enrollment is not possible because of limitations placed by the accrediting body and limited available resources. However, increasing the retention rate of students is an alternative way to increase enrollment and thus reduce costs. The program faculty will concentrate on ways to reduce the high attrition rate.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

SBCC proposes to promote the concept of "inferred program costs" (see #2 above) to colleges not currently using it in program evaluation efforts.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Prince George's Community College

PROGRAM TITLE: Criminal Justice

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining enrollment in this program?

   The declining enrollment in the Law Enforcement Program is primarily due to previously educating a large number of inservice personnel. Our current enrollments appear to reflect those of younger preservice students. There has also been a decline in Security Management courses.

2. At what level does the college expect the enrollment to stabilize?

   An in-depth analysis of the Criminal Justice Program, Academic Year 1983/84, has been prepared by Prince George's Community College's Office of Institutional Research and Analysis. This report documents the fact that the enrollment has shown the first signs of stabilization in the Fall of 1983.

3. What factors account for the declining awards in this program?

   As to factors accountable for the declining awards in this program, once the peak of enrollments diminished in the mid seventies, so did the peak of awards.

4. At what level does the college expect the awards to stabilize?

   The College expects the awards to stabilize as course enrollments have shown the first signs of stabilization this year.

5. Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:

   A follow-up survey of 1978 entrants demonstrates that respondents were chiefly interested in exploring a new career, immediate job entry, and transfer to a bachelor's program, as opposed to interest in skill update and job advancement -- goals of students in past years.

6. What does the college consider to be a minimum number of awards for a successful program?

   The College considers a minimum number of awards for a successful program to be within the ten-to-one ratio between enrollments and graduates. This is an overall ratio of the College at large.

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation, and what was their effect on the program?

Since this program was identified for qualitative evaluation in 1979, we added Correctional and Security Management Programs which had an impact on the enrollments that occurred in the mid to late seventies. We also mandated that all part or full-time faculty should have appropriate degrees, commensurate with the courses they were teaching. It is interesting to note that the study by the Law Enforcement Assistance Administration recommended a national standard for law enforcement curricula which was almost identical to our program at Prince George's Community College.

8. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, in-service versus pre-service training, and college versus police academy training.

The role of the Law Enforcement/Criminal Justice Program in our College in the next five years will be one of educating preservice students, rather than in-service students, since the vast majority of in-service personnel have already acquired their two-year degrees. Furthermore, we engage in a broad social science education while the specific police departments and correctional institutions provide their own on-the-job training.

We should orient our programs in the criminal justice field towards transfer, in addition to occupational. Our studies seem to reflect that our students are concerned with transfer and many, in fact, do transfer.

9. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The advisory committee for the Criminal Justice Program had one formal meeting during the past year and the Department Chairman has continual contact with individual members of the committee during the year.

10. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

As to the enrollment and quality of the program -- in a time of focus on high technology careers, we are offering a valuable career alternative to people interested in entering social services careers.

All of our part and full-time faculty have advanced degrees. Among the part-time faculty are eight judges from the District Court and Circuit Court of Prince George's County, the United States District Court for the District of Maryland, and The Superior Court for the District of Columbia.

11. What action(s) does the college plan to take to address the above issues?

In attempting to address the issues which have been raised by the State Board for Community Colleges, we intend to terminate the Security Management Program as of the Fiscal Year 1984/85, and we intend to review the Correctional Program during this time. We also intend to offer more courses at the extension centers, on weekends, intersession, and any other scheduling formats by which we may attract the older student and the part-time student who appear to be the mainstay of our program.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Hotel-Motel-Restaurant Mgmt

PROGRAM HEGIS NUMBER: 5010-01 LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

A survey of graduates and non-graduates was conducted to compile a table comparable to the PDM student follow-up display. The results of this process are displayed below:

Number of Respondents	
Graduates	5
Non-graduates	14
Employed part-time	22%
Employed full-time	53%
Job Directly related	45%
Job Somewhat related	45%
Job Not related	9%
Transferred	1%
Achieved Goal or Still Employed	48%
Satisfied with Instruction in Program	95%
Began Present Full-time job After Leaving College	42%

The results of this survey of graduates and non-graduates of the Hotel-Motel Restaurant Management Program show that the great majority of students employed full-time are in related occupations. Similar results were found for those employed part-time. The 22% part-time employment finding is in part a reflection of the survey being conducted in the early, off-season for hospitality employment in this region. The seeming contradiction of the high satisfaction with instruction received and the lower level of goal attainment can be explained by the high percentage of respondents having not completed the program. Therefore, they are satisfied with what they have received but have yet to complete their program of study. The number of individuals who began their present job after leaving the College is an indication of the fact that both industry employees are receiving in-service training and new personnel are being prepared by this program. A conclusion from these data is that the Hotel-Motel-Restaurant Management Program is meeting the needs of both graduates and non-graduates. The majority are working in their field.

2. What factors account for a discipline cost per credit hour that is rising much faster than the discipline cost per credit hour statewide?

The rapid rise in discipline cost per credit hour in this program is a direct result of continued increases in costs (e.g. overhead, salaries, etc.) combined with a decline in enrollment from 1980 through 1982. It is estimated that operational costs rose by approximately 10% and FTE enrollment dec ed by 23% during that period. Full-time faculty have been reduced in the program from two to one.

3. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

Enrollment in the program is struggling to maintain an acceptable level. However, the program does maintain a higher than college average percentage of full-time enrollments, which helps to maintain this program.

The quality of the program is good, as student reactions have indicated. The Program Advisory Committee is highly involved, supportive and satisfied with the program. With their support, modifications to the program such as increased hands-on experience in foods courses have been recently implemented. Other options for broadening the curriculum to encompass nutrition and dietary aspects of the food industry are being explored. Both of these activities may provide a greater attraction to students and attract a wider range of students.

A great deal of attention to public awareness, particularly with the younger students, is needed. Experience has indicated that the hotel, motel and restaurant field is not viewed as an upward mobile, business field by many local citizens. A change is needed in the local image of the hospitality field from one consisting of only desk clerks and bus boys to one of hospitality business managers and restaurateurs. Image building will require time and energy.

4. What action(s) does the college plan to take to address the above issues?

Since the program's future and the costs of the program are tied directly to enrollments, a concerted effort will be made to enhance enrollment. The College has recently employed a full-time recruiter/advisor who will be able to focus much of her attention to this program. In addition, increased program coordination with the College's Office of Continuing Education will allow the offering of hospitality oriented non-credit courses to be offered to increase public awareness of the education opportunities available at Wor-Wic Tech.

The College does not foresee the termination of this program in the near future since it does continue to support the hospitality industry on the Shore, particularly in Worcester County. Close contact and cooperation from the Program Advisory Committee will help guide the College's steps toward the increased stability and viability of this program.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

The College should continue efforts to stabilize FTE enrollments in this program. Hotel-Motel-Restaurant Management discipline costs for Wor-Wic are now nearly 30% higher than similar costs statewide, and will increase further it enrollments continue to decline.

Maryland State Board for Community Colleges

PROGRAM EVALUATION REPORT
1983

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Law Enforcement

PROGRAM HEGIS NUMBER: 5505-01 LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display; salary data is not required for occupational programs.

   A follow-up survey was conducted for both graduates and non-graduates and currently available follow-up data were used to compile a table comparable to the PDM student follow-up display. The results of this data collection process are displayed below.

	1981-82 Graduates	1982-83 Non Graduates
Number of Respondents	17	26
Employed part-time	18%	19%
Employed full-time	76%	65%
Job Directly Related	73%	59%
Job Somewhat Related	13%	18%
Job Not Related	13%	24%
Transferred	6%	23%
Achieved Goal or Still Enrolled	65%	15%
Satisfied with Instructor in Program	100%	100%
Among full-time Employees		
Median Annual Salary	$13,780	-
No. Reporting Salary Data	6	-
Began Present full-time job after leaving College	35%	30%

The results of the survey indicate that the graduates of Wor-Wic Tech's Law Enforcement Program are employed to a great degree in jobs either directly or somewhat related to their field of study. Those individuals indicating that they were somewhat related appear to be in the fields of corrections, private security; both areas which could be considered as directly related. The program attracts a substantial number of in-service officers, those who are currently employed in the law enforcement field. Therefore a finding that only 35% of the graduates found employment after leaving college is understandable.

The profile of the results from non-graduates is highly similar to the profile of the responses from the graduates of the program, with a high percentage of these individuals employed in directly or somewhat related fields. A significantly higher percentage of students who did not graduate have transferred to other institutions. The level of satisfaction remains high and a comparable percentage of students have attained their employment after leaving the College's program.

2. What should be the role of the law enforcement/criminal justice program at your community college during the next five years? Address the issues of transfer versus occupational program orientation, inservice versus preservice training, and college versus police academy training.

The law enforcement/criminal justice program as a field of study represents a response to a major social problem in our society. During the next five years Wor-Wic will respond to this challenge by having a positive effect on the issue of crime and justice. The positive effect that we hope to achieve is twofold. The first is the realization that a career in criminal justice involves the ability to perform a social service role; the second is the sustenance of American democratic standards in the criminal justice service. It is also recognized that criminal justice practitioners play a vital role in safeguarding the rights of free speech and free assembly.

Wor-Wic Tech Community College is a vocationally oriented institution which has as its mission the training of local people for local jobs. The Law Enforcement Program meets the stated mission of the College and at the same time places heavy emphasis on theoretical considerations in its curriculum. However, an absolute dichotomy cannot and does not exist between "education" and "training". Because Wor-Wic operates both a credit curriculum in Law Enforcement and a police and correctional training academy for the law enforcement agencies on the Eastern Shore, we have the opportunity to address the issue of training versus education.

Although Wor-Wic's curriculum in law enforcement is founded on the premise of preparing individuals for direct employment, some of the graduates and a larger number of non-graduates have transferred to four-year institutions. In general, this transfer function has been into the area of sociology since no baccalaureate level law enforcement curriculum exists on the Eastern Shore. Over a year ago, articulation with Salisbury State College was initiated with the goal of establishing a "2 plus 2" type of articulation with the Sociology Department at Salisbury State College. This process has not progressed to form any concrete proposal. In the meantime, the University of Maryland Eastern Shore has contacted Wor-Wic to discuss their development of a four-year degree program in Criminal Justice.

At the start of the Law Enforcement Program, the majority of the students enrolled in the program were currently employed members of the criminal justice system. As time passed, the number of in-service students declined as the initial market of law enforcement personnel completed their training. However, local incentive pay plans and the recognition of post high school work as part of promotional examinations have continued to motivate in-service law enforcement personnel in law enforcement, and the corrections training academy has also promoted the need for continuing education among these students. The incentives for preservice student enrollments have come also from the current recruiting campaigns concentrating on minority group members (race and sex). The availability of financial assistance from various sources is a contributing factor to increased preservice enrollment in the program. It is expected that the preservice enrollment will continue to be greater than the number of inservice students enrolled in Wor-Wic's Law Enforcement Program.

3. How often has the program advisory committee met during that past year, and what changes or revisions were suggested by the committee?

The program advisory committee usually meets once a semester and has met 3 times during the last year. This committee contains members from a wide variety of criminal justice agencies throughout the Eastern Shore as well as individuals holding state agency positions involved with criminal justice. The advisory committee serves as both advisory to the law enforcement curriculum and the law enforcement and corrections training academy.

A number of suggestions have been made by the committee: increase the students' mathmematical skills by requiring a higher level mathematics course and the addition of a computer course for students in the program. Suggestions for starting courses in corrections were made and have been implemented in response to the upgrading of local jails and the future building of the state correctional facility in Somerset County. The committee also recommended that single in-county rates be applied to all residents enrolled in the curriculum as well as the academy regardless of their place of residence in the State of Maryland. The suggestion for regionalizing this program is under study.

4. Make a value judgment about the enrollment and quality of the program. Is enrollment struggling? Satisfactory? Healthy? Is program quality low? Satisfactory? Excellent?

The Law Enforcement Program began with a substantial and growing enrollment, peaked and has leveled off to a constant level over the last several years. Unexpectedly, the program enjoyed an increase of 60% enrollment for the Fall semester of 1983. The blend of inservice and preservice students appears to be stable, and it is expected that the enrollment is satisfactory and will continue at that level.

The quality of the program is excellent. Faculty members involved in the program are both highly professional teachers and law enforcement practitioners. The curriculum is reflective of the student population and the local needs.

5. What action(s) does the college plan to take to address the above issues?

Wor-Wic's Law Enforcement Program is a modestly sized, effective program that is providing students with a vehicle for employment and upgrading in the law enforcement field. However, the changing criminal justice field and local events are bringing to bear influences which will effect the future of this program.

Currently the law enforcement credit curriculum is 80% theory and 20% skills oriented. The content of the training academy is the reverse, 20% theory and 80% skills training. With the expectation that the amount of theory will grow within the training provided for by the academy, some accommodation of this increased congruence to the AA degree curriculum must be addressed. Specifically, an assessment of the compatibility of content between the two programs will be taken. Where substantial compatibility exists in the type/amount of content, a process of getting credit for academy learning will be developed.

The recent growth in the corrections field on the lower Eastern Shore and the plans for the State prison in Somerset County will require Wor-Wic to respond by adjusting its Associate Arts Degree Program to meet this challenge. It is envisioned that the same type of in-service and continued education that the law enforcement curriculum currently provides for law enforcement officials will be made available to the large number of corrections officials to be working in the region in the near future. Currently, the College is studying several options to its Law Enforcement Program in order to address this future need. Consideration is being given to broadening the title of the curriculum from law enforcement to criminal justice in order to bring law enforcement and corrections under a single umbrella title. When finalized, the State Board for Community Colleges will be requested to approve these modifications.

Due to the substantial number of non-completers of the AA degree program, consideration will be given to the development of one or more certificate program(s) which will enable students to get recognition for the completion of identifiable units within the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS:

(1) The College should submit the Corrections curriculum to SBCC as an option to the Law Enforcement program. It is recommended that the College consider changing the program title to Criminal Justice.

(2) The College should review the recommendations made in the statewide evaluation of Criminal Justice/Law Enforcement programs, and implement those recommendations it deems appropriate for its program.

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